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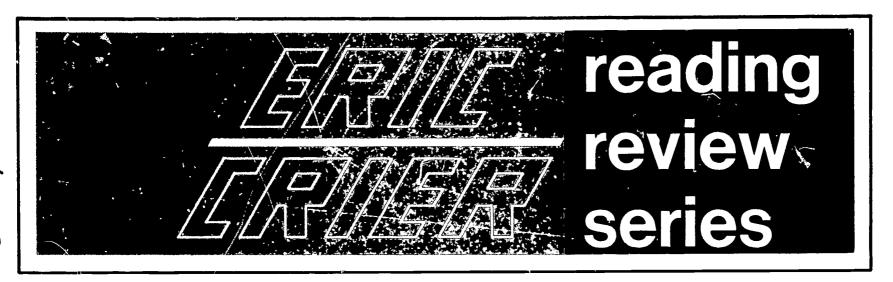
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ABSTRACT
Reading-related projects and reports processed by the ERIC Clearinghouse on Reading were selected from "Research in Education," January 1969 through December 1969, for inclusion in this abstract bibliography. The total list of 391 document references is divided into two parts. Documents in Part I were processed for quick availability and, therefore, appeared in the first few pages of each issue of "Research in Education" prior to the regularly numbered documents. These cited documents are available from the ERIC Document Reproduction Service (EDRS). Part II lists the remaining documents processed for the specified issues of "Research in Education." Many of these documents are available from the ERIC Document Reproduction Service; those which are not available from EDRS are identified within the entry, and in some cases source information is included. Entries are arranged chronologically by RE number, and each entry contains citation data, index terms, price information, order number, and a descriptive abstract. An index by major descriptor terms, an author index, and ordering instructions for microfiche or hard copies from the ERIC Document Reproduction Service are also included. (CM)

ERIC CRIER

reading review series

Research on Reading
from Research in Education
Supplement 1

Dr. James L. Laffey
ERIC/CRIER Project Director

Bruce Tone
Director of Publications

ERIC/CRIER READING REVIEW SERIES

Bibliography 28

Research on Reading
from Research in Education
Supplement 1

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Bibliography Editor

June 1970

The ERIC Clearinghouse on Retrieval of Information and Evaluation on Reading is a national clearinghouse which collects, organizes, analyzes, and disseminates significant research, information, and materials on reading to teachers, administrators, researchers, and the public. ERIC/CRIER was established as a joint project of the International Reading Association and Indiana University in cooperation with the Educational Resources Information Center of the USOE. The Clearinghouse is part of a comprehensive information system being developed for the field of education.

Contents

Information on the ERIC System:

ERIC

ERIC is a decentralized, national information system which acquires, abstracts, indexes, stores, retrieves, analyzes, and disseminates significant and timely educational information. ERIC's full name is the Educational Resources Information Center, and it is funded through the Bureau of Research, USOE. ERIC was founded to reduce limitations in the identification, transfer, and use of educational information. In short, the major goal of ERIC is to enable school administrators, teachers, researchers, information specialists, professional organizations, graduate and undergraduate students, and the general public to keep up-to-date on research and research-related knowledge in education. ERIC accomplishes this through strengthening existing educational information services and providing additional ones.

ERIC/CRIER

The ERIC Clearinghouse on Retrieval of Information and Evaluation on Reading (ERIC/CRIER) is one of the 19 clearinghouses in the ERIC system. ERIC/CRIER is located at Indiana University and is a joint project of the International Reading Association and the University in cooperation with USOE. Each of the clearinghouses in the ERIC system operates within a specific area of education defined in its "scope" note. ERIC/CRIER's domain of operation includes:

> ...research reports, materials and information related to all aspects of reading behavior with emphasis on the physiology, psychology, sociology, and teaching of reading. Included are reports on the development and evaluation of instructional materials, curricula, tests and measurements, preparation of reading teachers and specialists, and methodology at all levels; the role of libraries and other agencies in fostering and guiding reading; and diagnostic and remedial services in school and clinic settings.

Introduction

Research on Reading from Research in Education, Supplement 1 provides a list of reading projects and reports processed for Research in Education by the staff of the ERIC Clearinghouse on Reading. Each edition of Research in Education from January 1969 to December 1969 was reviewed and the reports and projects relating to reading were selected for inclusion. This bibliography lists 391 informative documents each with an abstract. Part I of the bibliography lists those documents which were processed by the Clearinghouse staff as quick availability documents (Q.A.D.). Normally, all reading documents would have an RE 000 000 document number as well as an ED 000 000 document number listed in Research in Education. However, since the input of these documents was facilitated for quick availability, they were assigned an AA document number and appear in the first few pages of each issue of Research in Education instead of being listed with the other RE documents. Part II lists the rest of the documents processed by the Clearinghouse staff for Research in Education. Many of the documents are available from the ERIC Document Reproduction Service; those which are not available from EDRS are designated within the entries.

Each entry in the bibliography includes citation data, index terms, and a descriptive abstract of the contents of the document. For each of those documents available from the ERIC Document Reproduction Service, 4936 Fairmont Ave., Bethesda, Maryland, complete information on microfiche and hard copy prices is included along with the ED number necessary for ordering the document. Detailed instructions for ordering documents from the ERIC Document Reproduction Service are given at the end of this bibliography on page 309.

Research on Reading from Research in Education, Supplement 1 is arranged chronologically by RE numbers. It includes an index by major descriptors, which gives both the page and the item number of entries by their classifications. A second index gives the page numbers of entries by author.

Research on Reading from Research in Education, Supplement 1 is part of the ERIC/CRIER Reading Review Series which was created to disseminate the information analysis products of the Clearinghouse. Four types of documents appear in the Series. The first type includes bibliographies, with descriptive abstracts, developed in areas of general interest. The second type consists of bibliographies of citations, citations and abstracts, or citations and annotations developed on more specific topics in reading. The third type provides short, interpretive papers which analyze particular reading areas. The final type is composed of monographs which evaluate research findings in a given field, provide guidelines for applying this research to classroom practice, and identify research needs.

ERIC/CRIER publications utilize the Basic Reference Collection which includes more than 7,000 citations covering research and research-related

reports on reading published since 1900. Following is a description of all Basic References, each of which can be ordered by ED number in microfiche and hard copy reproductions at listed prices from the ERIC Document Reproduction Service (EDRS). This information follows the title of each reference. (See Appendix A for complete EDRS ordering information.) The title citation also indicates the ERIC/CRIER identification numbers of all documents in that publication. Information on the availability of the documents within each reference is included in the descriptive paragraph.

<p style="text-align:center">ERIC/CRIER Basic References</p>

* <u>Published Research Literature in Reading</u>, <u>1900-1949</u>
  (ED 013 970, microfiche $2.00, hard copy $24.90 from EDRS).
  Includes ERIC/CRIER identification numbers 2 to 2883.

* <u>Published Research Literature in Reading</u>, <u>1950-1963</u>
  (ED 012 834, microfiche $1.50, hard copy $19.90 from EDRS).
  Includes ERIC/CRIER identification numbers 2885 to 4803.

* <u>Published Research Literature in Reading</u>, <u>1964-1966</u>
  (ED 013 969, microfiche $0.75, hard copy $9.10 from EDRS).
  Includes ERIC/CRIER identification numbers 4804 to 6562.

These references present citations and annotations of published research literature taken from the annual Summary of Investigations Related to Reading. Complete bibliographic data for all entries are given, and the entries are arranged alphabetically by author in yearly segments. The bibliographies cover the complete reading spectrum from preschool to college and adult years and present research on all aspects of reading, including physiology, psychology, sociology, and the teaching of reading. The articles in these references have appeared in the published journal literature and are available in libraries which have good journal collections.

Bibliographies published as part of the <u>Reading Review Series</u> include material taken from the annual summaries of 1900 to 1968. New articles are incorporated each year as the annual Summary is completed.

* <u>USOE Sponsored Research on Reading</u>
  (ED 016 603, microfiche $0.50, hard copy $5.30 from EDRS).
  Covers 1956 through 1965 and includes ERIC/CRIER identification numbers 6563 to 6706.

* <u>USOE Sponsored Research on Reading, Supplement 1</u>
  (ED 031 606, microfiche $0.50, hard copy $3.05 from EDRS).
  Covers 1966 through June 1969.

These references provide a comprehensive review of USOE projects on reading and closely related topics funded by the Bureau of Research since its inception in 1956. Each entry includes citation data, index terms, and a descriptive abstract of the contents of the documents. (Supplement 1 uses index terms only.) Individual documents are available from EDRS; complete information on microfiche and hard copy prices is included with each entry, along with the ED number necessary for ordering.

* Recent Doctoral Dissertation Research in Reading
(ED 012 693, microfiche $1.00, hard copy $11.05 from EDRS).
Covers 1960 to 1965 and includes ERIC/CRIER identification numbers 5348 to 5727.

* Recent Doctoral Dissertation Research in Reading, Supplement 1
(ED 028 055, microfiche $0.75, hard copy $9.00 from EDRS).
Covers 1966 to 1968 and includes ERIC/CRIER identification numbers 6707 to 7051.

* Recent Doctoral Dissertation Research in Reading, Supplement 2
(ED 035 793, microfiche $0.50, hard copy $5.25 from EDRS).
Covers July 1968 through June 1969 and includes ERIC/CRIER identification numbers 7428 to 7619.

These bibliographies list dissertations completed in colleges and universities in the areas of preschool, elementary, secondary, college, and adult reading. Relevant issues of Dissertation Abstracts were reviewed, and dissertations on reading were selected. Information on the procedures, design, and conclusions of each investigation is given in the abstract. Each entry includes complete bibliographic data and is listed alphabetically by author.

Copies of the documents in these references can be ordered from University Microfilms, Ann Arbor, Michigan, in positive microfilm or hardbound xerographic form.

* International Reading Association Conference Proceedings Reports on Elementary Reading
(ED 013 197, microfiche $4.25, hard copy $56.85 from EDRS).
Includes ERIC/CRIER identification numbers 5908 to 6252.

This basic reference lists the important papers published in the yearly conference proceedings of the International Reading Association in elementary reading from 1960 to 1966. The complete text of each paper is provided, and the 345 papers are presented within 16 subject categories. The documents in this reference can be ordered only as a complete unit.

* International Reading Association Conference Proceedings Reports on Secondary Reading
(ED 013 185, microfiche $2.25, hard copy $30.70 from EDRS).
Includes ERIC/CRIER identification numbers 5728 to 5907.

This companion volume to the preceding reference lists the important papers on junior and senior high school reading published in the yearly conference proceedings of the International Reading Association from 1960 to 1966. The complete text of each paper is provided, and the 180 papers are presented within 12 subject categories. The documents in this reference can be ordered only as a complete unit.

* <u>Indexes</u> <u>to</u> <u>ERIC/CRIER</u> <u>Basic</u> <u>References</u>
   (ED 030 004, microfiche $1.75, hard copy $21.95 from EDRS).
   Covers 1950 to June 1967 and includes ERIC/CRIER identification numbers 2882 to 6706.

   This reference tool provides indexes to ERIC/CRIER Basic References by broad subject, grade level, and author. The broad subjects are defined with descriptive phrases chosen from the documents.

Part I

Documents Processed by ERIC/CRIER as QAD -- Quick Availability
Documents, Available from ERIC Document Reproduction Service

1. ED 022 070   AA 000 313
   Portfolio of Information on Reading Available from ERIC, ERIC/
      CRIER, and IRA.
   Indiana Univ., Bloomington. ERIC Clearinghouse on Reading.
   Spons Agency--Office of Education (DHEW), Washington, D.C.
      Bureau of Research.
   Pub Date Nov 68
   Note--25p.

   EDRS Price MF-$0.25 HC-$1.08

   Descriptors--*Information Dissemination, *Information Retrieval,
      Information Sources, *Information Utilization, Reading Research,
      Research Reviews (Publications)

   This booklet was designed to provide easy access to reading in-
formation generated by the Educational Resources Information Cen-
ter (ERIC), the Clearinghouse on Retrieval of Information and
Evaluation on Reading (ERIC/CRIER), and the International Reading
Association (IRA). The purposes, organization, services, and
products of ERIC, ERIC/CRIER, and IRA are given. Descriptive
literature, price information, availability data, ordering pro-
cedures, and order forms for described materials are also included.
The names and addresses of the 19 Clearinghouses in the ERIC Sys-
tem are listed. (WB)

2. ED 022 973   AA 000 316
   Farr, Roger   Summers, Edward G.
   Guide to Tests and Measuring Instruments for Reading.
   Indiana Univ., Bloomington. ERIC Clearinghouse on Reading.
   Spons Agency--Office of Education (DHEW), Washington, D.C.
      Bureau of Research.
   Pub Date Dec 68
   Note--97p.

   EDRS Price MF-$0.50 HC-$4.95

   Descriptors--*Group Norms, Group Tests, Individual Tests, Read-
      ing Comprehension, Reading Diagnosis, Reading Level, *Reading
      Readiness Tests, *Reading Research, Reading Skills, Reading
      Speed, *Reading Tests, Test Construction, *Test Selection,
      Word Recognition

   This two-part guide was designed to serve as a comprehensive
source of information on published reading tests. Part I pro-
vides the following descriptive information about each test: (1)
the name as listed on the front cover of the test booklet, (2)
the publisher's suggested grade or age level for test use, (3)

the type of test—individual or group, (4) norming data—popula-
tion, descriptive information, and extensiveness, (5) subtest
names as indicated in the test booklet, (6) the number of avail-
able forms, (7) the original publication date, (8) the revision
date, (9) the authors, (10) the publisher, and (11) the time
needed for giving directions and administering the tests. Part
II provides an index to research articles which have reported
use of the tests described in Part I. These research references
are taken from reading research reported in six ERIC/CRIER basic
references and are indicated by ERIC/CRIER document numbers. The
names and addresses of the 45 participating publishers are in-
cluded. (WB)

3. ED 024 847   AA 000 328
   Smith, Carl B.   And Others
   Reading Problems and the Environment—The Principal's Role.
     Final Report, Interpretive Manuscript No. 1.
   Indiana Univ., Bloomington. School of Education.
   Spons Agency—Office of Education (DHEW), Washington, D.C.
     Bureau of Research.
   Bureau No—BR-7-0981
   Pub Date Mar 69
   Contract—OEC-1-7-070981-3731
   Note—77p.
   Available from—International Reading Association, 6 Tyre Ave.,
     Newark, Delaware 19711 ($2.25)

   EDRS Price MF-$0.50 HC Not Available from EDRS.

   Descriptors—Community Cooperation, *Disadvantaged Environment,
     Educational Innovation, Enrichment Programs, *Environmental In-
     fluences, Improvement Programs, Parent Participation, Preschool
     Programs, *Principals, Programed Tutoring, *Reading Difficulty,
     *Reading Programs, Tutorial Programs, Ungraded Classes

   Environmental causes of reading problems and suggested programs
   which principals can implement are presented. Parental attitudes
   and behavior, the absence of books in the homes, lack of language
   stimulation, nonstandard dialect, and inadequate experience op-
   portunities are among the environmental causes mentioned. Pre-
   primary diagnosis, experience-enrichment opportunities, family
   counseling and group discussions, nongraded classes, individual-
   ized instruction, and programed tutoring are suggested to over-
   come these environmental deficiencies. Case histories of programs
   in action are cited. Interaction of community, home, and school
   is emphasized. A step-by-step approach to change, initiated by
   the school principal and mutually worked out by all concerned,
   should include (1) identification of neighborhood factors

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interfering with reading performance, (2) assessment of resources, (3) establishment of specific objectives, (4) clarification of procedures, and (5) evaluation. Charts, tables, and a bibliography are included. (RT)

4. ED 024 848   AA 000 329
   Smith, Carl B.   And Others
   Correcting Reading Problems in the Classroom. Final Report,
     Interpretive Manuscript No. 4.
   Indiana Univ., Bloomington. School of Education.
   Spons Agency--Office of Education (DHEW), Washington, D.C.
     Bureau of Research.
   Bureau No--BR-7-0981
   Pub Date Mar 69
   Contract--OEC-1-7-070981-3731
   Note--101p.
   Available from--International Reading Association, 6 Tyre Ave.,
     Newark, Delaware 19711 ($3.00)

   EDRS Price MF-$0.50 HC Not Available from EDRS.

   Descriptors--*Classroom Techniques, Evaluation Techniques,
     Grouping (Instructional Purposes), Individual Instruction,
     Instructional Materials, Nongraded System, Programed Instruc-
     tion, *Reading Diagnosis, Reading Level, *Reading Programs,
     Reading Skills, *Remedial Reading, Teacher Education, *Teachers,
     Testing

   The responsibility of the classroom teacher in the treatment and
   prevention of reading difficulties is discussed. An interpreta-
   tion of research about a set of causes, model programs aimed at
   overcoming the problems, steps in setting up a program, and recom-
   mendations and guidelines for these programs are included. A
   discussion of how to identify specific skill deficiencies explains
   the use of teacher-made tests, classroom observation, and stand-
   ardized tests. A description of sample techniques and of success-
   fully operating programs suggests treating general and specific
   reading deficiencies by using a method which suits the particular
   needs, by properly organizing the classroom, by providing varied
   skill-building materials, and by adequately preparing the class-
   room teacher. Pitfalls to be avoided are noted. Explanations of
   terms and techniques used in classroom diagnosis and a bibliog-
   raphy are appended. (JB)

5. ED 024 849   AA 000 330
   Smith, Carl B.   And Others

Establishing Central Reading Clinics--The Administrator's Role.
   Final Report, Interpretive Manuscript No. 2.
Indiana Univ., Bloomington. School of Education.
Spons Agency--Office of Education (DHEW), Washington, D.C.
   Bureau of Research.
Bureau No--BR-7-0981
Pub Date Mar 69
Contract--OEC-1-7-070981-3731
Note--81p.
Available from--International Reading Association, 6 Tyre Ave.,
   Newark, Delaware 19711 ($2.25)

EDRS Price MF-$0.50 HC Not Available from EDRS.

Descriptors--*Administration, Auditory Perception, Emotional
   Problems, Instructional Staff, Memory, Psychomotor Skills,
   *Reading, *Reading Clinics, Reading Diagnosis, *Reading Diffi-
   culty, Speech Handicaps, Testing, Visual Perception

Focus is on the duties of an administrator in establishing a
reading clinic. Learning difficulties and characteristics of
severely disabled readers are listed. Current approaches such
as the university clinic, public school clinics, and mobile
clinics are shown, and working examples of each are cited. Con-
siderations of use, financing, and responsibility in organizing
a clinic are noted, and techniques for selection of children who
will use the clinic are given. Staffing and training, testing,
materials purchasing, services offered, establishment cost, and
steps for setting up a clinic are described. A bibliography, a
sample booklist for a reading clinic, and a roster of university
reading clinics that treat severe reading disabilities are in-
cluded. (JB)

6. ED 024 850   AA 000 331
    Smith, Carl B.   And Others
    Treating Reading Disabilities--The Specialist's Role. Final
       Report, Interpretive Manuscript No. 3.
    Indiana Univ., Bloomington. School of Education.
    Spons Agency--Office of Education (DHEW), Washington, D.C.
       Bureau of Research.
    Bureau No--BR-7-0981
    Pub Date Mar 69
    Contract--OEC-1-7-070981-3731
    Note--120p.
    Available from--International Reading Association, 6 Tyre Ave.,
       Newark, Delaware 19711 ($3.00)

    EDRS Price MF-$0.50 HC Not Available from EDRS.

Descriptors--Compensatory Education Programs, *Corrective Read-
ing, Parent Participation, Physical Education, Programed
Tutoring, *Reading Consultants, Reading Materials, Reading
Skills, *Remedial Reading Programs, *Remedial Teachers,
*Specialists

The role of the reading specialist as a remedial reading
teacher or as a reading consultant helping to overcome reading
problems in a single school is presented. Various levels of
diagnosing the extent of reading problems within the school are
discussed, including the use of tests, informal inventories, and
environmental factor assessment. Reading disability treatment
is discussed in terms of demonstrating the need for the program,
selecting the children, organizing remedial classes, and using
special equipment and materials. Model programs operating in
11 school districts throughout the United States are described.
They include programed tutoring, use of the coordinator as a
teacher consultant, small group remedial work, use of student
tutors, use of physical education to develop reading skills,
teacher-parent interaction, use of special equipment and materi-
als, a compensatory program for the disadvantaged, a junior high
special class, and preventive programs. Nine steps for remedial
reading program organization are listed, and common pitfalls are
noted. Sample exercises for diagnostic and correctional pro-
cedures are given for perception, word identification, compre-
hension, reading rate, and oral reading skills. Various pro-
cedures for individualizing classroom instruction are
recommended. A bibliography is included. (CM)

7. ED 026 547   AA 000 338
    Athey, Irene J.   Holmes, Jack A.
    Reading Success and Personality Value-Systems Syndrome--A
      Thirty-Year Then and Now Study at the Junior High School Level.
      Final Report.
    Office of Education (DHEW), Washington, D.C.
    Report No--CRP-S-248
    Bureau No--BR-5-8027
    Pub Date 67
    Note--121p.

    EDRS Price MF-$0.50 HC-$6.25

    Descriptors--*Personality Assessment, *Personality Development,
      *Personality Studies, *Reading Achievement, *Reading Research

    Erikson's theory on the development of a healthy personality
    is integrated with Holmes' Theory of Reading in order to derive
    a testable hypothesis regarding the contribution of specified

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personality characteristics to reading success and to validate
the findings. The study was conducted in the following three
phases--the construction of new scales composed of personality
items which significantly differentiated good and poor readers
at the ninth-grade level in 1936, a longitudinal application of
these scales to the same sample of students when they were in
the seventh, eighth, and ninth grades in 1933 and 1934, and a
cross-sectional replication after 30 years. Five samples were
used. Two (n's-160 and 130) were drawn from the longitudinal
study (1933-35) at the Institute of Human Development, University
of California. Three comparable samples were selected from
grades seven, eight, and nine in 1966. Specific personality
characteristics hypothesized from an integrated Erikson-Holmes
theory were consistently related to reading in the seventh,
eighth, and ninth grades, and for two similar groups 30 years
later. The report includes tables, figures, the self-interest
inventory, and a bibliography. (RH)

8. ED 028 310   AA 000 346
   Dunn, Mary K., Comp.   Harris, Larry A., Comp.
   Research on Elementary Reading: Word Recognition. ERIC/CRIER
     Reading Review Series, Volume 2, Bibliography 17.
   Indiana Univ., Bloomington.
   Spons Agency--Office of Education (DHEW), Washington, D. C.
     Bureau of Research.
   Pub Date Jun 69
   Note--119p.

   EDRS Price MF-$0.50 HC-$6.05

   Descriptors--*Annotated Bibliographies, Elementary Education,
     *Reading Instruction, *Reading Research, Reading Skills, *Word
     Recognition

   Research on word recognition is listed in two sections: Part
   1, 1950 to the present, and Part 2, 1900-1949. Citations in each
   section are alphabetized according to the author's last name and
   are followed by descriptive abstracts in Part 1 and by brief an-
   notations in Part 2. In order to make this bibliography helpful
   to users with varying concepts of word recognition, documents
   were selected according to a broad definition which considers
   word recognition any means of attacking new or partly known words.
   Included are documents ranging from those which discuss innovative
   teaching orthographies. Source material was drawn from the seven
   basic references of the ERIC/CRIER document collection: "Pub-
   lished Research Literature in Reading, 1964-1966," "Published
   Research Literature in Reading, 1950-1963," "Published Research
   Literature in Reading, 1900-1949," "USOE Sponsored Research on
   Reading," "Recent Doctoral Dissertation Research in Reading,"
   "International Reading Association Conference Proceedings Reports

on Elementary Reading," and "International Reading Association
Conference Proceedings Reports on Secondary Reading."

9. ED 029 162   AA 000 352
    Harris, Larry A., Comp.
    Title III (PACE) Projects on Reading, 1968. ERIC/CRIER Reading
      Review Series, Volume 2, Bibliography 16.
    Indiana Univ., Bloomington.
    Spons Agency--Office of Education (DHEW), Washington, D.C.
      Bureau of Research.
    Pub Date Mar 69
    Note--53p.

    EDRS Price MF-$0.25 HC-$2.75

    Descriptors--*Annotated Bibliographies, Computer Assisted In-
      struction, English (Second Language), Individualized Reading,
      Inservice Education, Inservice Teacher Education, *Library
      Programs, Minority Group Children, *Reading Centers, *Reading
      Programs, Reading Research, *Study Centers, Transitional
      Classes

    Fifty-nine planning and operational grants related to reading
    were chosen for inclusion in this bibliography from "Pacesetters
    in Innovation, Fiscal Year 1968" in order to provide a complete
    listing of reading-related Title III (PACE) projects for 1968.
    Documents are listed by accession number. Each entry includes
    citation data, index terms, and a descriptive abstract of the
    contents of the document. Included are such projects as library
    materials centers, remedial centers, neighborhood study centers,
    preschool and transition class programs, inservice education,
    computer assisted instruction, and programs for Mexican-American
    and Indian children. Complete ordering information for obtain-
    ing the documents in microfiche or hard copy from the ERIC Docu-
    ment Reproduction Service is included. The names and addresses
    of program directors are also listed after each abstract. (CM)

10. ED 029 163   AA 000 353
     Burton, Jane, Comp.   Harris, Larry A., Comp.
     Research on Elementary Reading: Reading Readiness. ERIC/CRIER
       Reading Review Series, Volume 2, Bibliography 15.
     Indiana Univ., Bloomington.
     Spons Agency--Office of Education (DHEW), Washington, D.C.
       Bureau of Research.
     Pub Date Mar 69
     Note--124p.

Descriptors--*Annotated Bibliographies, *Beginning Reading,
  Developmental Reading, Early Reading, Elementary Education,
  Reading Instruction, *Reading Readiness, *Reading Research

Research on reading readiness is listed in two sections: Part
1, 1950 to the present, and Part 2, 1900-1949. Within each sec-
tion citations are alphabetized according to author's last name
and are followed by a descriptive abstract in Part 1 and a brief
annotation in Part 2. A broad definition of reading readiness
ranging from maturation as a factor to intensive training pro-
grams was employed so that users with varying concepts of readi-
ness would find this document helpful. Source material for
this bibliography was drawn from the seven basic references of
the ERIC/CRIER document collection: Published Research Litera-
ture in Reading 1964-66, 1950-63, and 1900-49; USOE Sponsored
Research on Reading; Recent Doctoral Dissertation Research in
Reading; International Reading Association Conference Proceed-
ings Reports on Elementary Reading; and International Reading
Association Conference Proceedings Reports on Secondary Reading.
(CM)

11. ED 029 166   AA 000 356
     Bormuth, John R.
     Development of Readability Analysis.
     Chicago Univ., Ill.
     Spons Agency--Office of Education (DHEW), Washington, D.C.
       Bureau of Research.
     Bureau No--BR-7-0052
     Pub Date Mar 69
     Contract--OEC-3-7-070052-0326
     Note--170p.

     EDRS Price MF-$0.75 HC-$8.60

     Descriptors--*Comprehension Development, Instructional Materials,
       *Readability, *Reading Ability, *Reading Comprehension

     The studies reported here are part of a research program whose
purpose is to increase the effectiveness with which students ac-
quire knowledge from written instructional materials. The studies
had both a basic and an applied objective. The basic objective
was to obtain evidence upon which to base a theory of the processes
involved in language comprehension. The correlations between a
large number of linguistic features and a measure of the diffi-
culty students exhibited in comprehending the written language
samples in which those features occurred were determined. The

number of linguistic features which can be conceptualized numbers in the hundreds, most of which must be regarded as potentially representing a stimulus involved in the comprehension processes, because present theory of comprehension is too primitive to permit the authors to identify or to rule out more than a few of those features. The applied objective was to develop regression formulas for estimating if instructional materials are suitable for students of varying levels of language comprehension ability. These readability formulas provide a partial solution to the problem of fitting materials to students. That is, students may be provided with materials suited to their levels of comprehension ability not only by manipulating the materials to make them suitably understandable but also by selecting and using just those materials which are suited to the students' comprehension ability. (JL)

12. ED 030 004   AA 000 364
    Summers, Edward G.   And Others
    Indexes to ERIC/CRIER Basic References.   ERIC/CRIER Reading
       Review Series.
    Indiana Univ., Bloomington.
    Pub Date Sep 69
    Note--437p.

    EDRS Price   MF-$1.75   HC-$21.95

    Descriptors--*Indexes (Locaters), *Reading Research

    Designed to provide general access to collected research literature in reading, Indexes to ERIC/CRIER Basic References contains references to more than 3,500 documents published since 1950. References are listed in 45 broadly defined subject areas, the contents of which are described by the descriptive terms which were used for classification. Subject areas are subdivided by grade level. ERIC/CRIER basic references indexed are Published Research Literature in Reading, 1950-1963 (ED 012 834); Published Research Literature in Reading, 1964-1966 (ED 013 969); USOE Sponsored Research on Reading (ED 016 603); Recent Doctoral Dissertation Research in Reading (ED 012 693); International Reading Association Conference Proceedings Reports on Elementary Reading (ED 013 197); and International Reading Association Conference Proceedings Reports on Secondary Reading (ED 013 185). Citations listed in Published Research Literature in Reading, 1900-1949 are not included in the index. An author index is included. (MD)

13. ED 030 778   AA 000 385
    Dunn, Mary Kathryn, Comp.   Laffey, James L., Comp.
    Research on Reading: Word Lists. ERIC/CRIER Reading Review
      Series, Volume 2, Bibliography 18.
    Indiana Univ., Bloomington.
    Pub Date Sep 69
    Note--56p.

    EDRS Price MF-$0.25 HC-$2.90

    Descriptors--*Annotated Bibliographies, Basic Vocabulary, Phonics,
      *Reading Materials, Spelling, *Vocabulary, Vocabulary Develop-
      ment, *Word Frequency, *Word Lists

    Research studies concerned with the development, utility, and
    evaluation of various types of word lists are reported in this
    bibliography. Included are such topics as vocabulary loads in
    various reading materials, phonic generalizations applied to word
    lists, and basic speaking, writing, or reading vocabularies of
    various groups. In Part I, 51 documents published since 1950 are
    reported by citations and descriptive abstracts. Part II contains
    citations and brief annotations for 76 documents published prior
    to 1950. Both parts are arranged alphabetically by the author's
    last name. This bibliography was compiled from a search of the
    seven basic references of the ERIC/CRIER document collection,
    which includes journal and other published research literature
    on reading, USOE-sponsored research reports, dissertations, and
    International Reading Association conference proceedings. Order-
    ing information for obtaining hard copy and microfiche reproduc-
    tions of this bibliography and of the individual documents reported
    therein from the ERIC Document Reproduction Service is included.
    (CM)

14. ED 030 779   AA 000 386
    Smith, Carl B., Comp.   Roser, Nancy, Comp.
    Research on Elementary Reading: Critical and Interpretive
      Reading. ERIC/CRIER Reading Review Series, Volume 2, Bib-
      liography 19.
    Indiana Univ., Bloomington.
    Pub Date Aug 69
    Note--60p.

    EDRS Price MF-$0.50 HC-$3.10

    Descriptors--*Annotated Bibliographies, Context Clues, Creative
      Reading, *Critical Reading, Elementary Grades, *Interpretive
      Reading, Reading Comprehension, *Reading Research

This bibliography of research studies on critical and interpretive elementary reading is divided into two major parts. In Part I, which includes reports published since 1950, subsection A contains citations and abstracts for highly relevant reports focusing specifically on critical and interpretive reading. Subsection B contains a citation and short annotation for those reports which make a relevant statement about critical and interpretive reading but whose main focus lies outside these areas. Subsection C reports studies related in a peripheral manner to these two subject areas. In Part II, reports published between 1900 and 1949 are listed alphabetically according to the author's last name without being classified in terms of relevancy. A citation and annotation are included for each item. This publication is one of a series of bibliographies related to reading in the elementary school, and the seven basic references of the ERIC/CRIER document collection were used as the source of the citations. Information for ordering the cited documents in hard copy or microfiche form from ERIC Document Reproduction Service is included. (CM)

Part II

Documents Processed by ERIC/CRIER
for _Research_ _in_ _Education_, 1969

1. ED 021 688   RE 001 196
   Reading, K-6. Volume I.
   Rochester Public Schools, Minn.
   Pub Date 67
   Note--325p.

   EDRS Price   MF-$1.25   HC-$16.35

   Descriptors--*Basic Reading, *Curriculum Guides, *Developmental
     Reading, *Elementary Schools, Oral Reading, *Primary Grades,
     Reading Comprehension, Sequential Reading Programs, Study
     Skills, Teaching Guides, Vocabulary Development

   The first volume of an elementary curriculum guide prepared
   by the Summer Workshop Reading Committee of the Rochester Public
   Schools in Rochester, Minnesota, applies to kindergarten through
   grade 4. It is divided into the prereading level, the beginning
   reading level, and the independence level. Grade designations
   under each level suggest the level at which an average student
   is likely to be working, but teachers are encouraged to adjust
   instruction, activities, and materials to individual pupil needs
   and to use multiple approaches and flexible time schedules. Each
   reading level covers vocabulary development comprehension, oral
   reading, and study skills. The reading skills to be developed
   in each of these areas are outlined in four scope and sequence
   charts. The place of a developmental reading program in the
   total elementary school curriculum is described. Practical class-
   room activities with corresponding references and evaluative
   techniques are suggested to help teachers develop skills and
   evaluate reading instruction. This guide could serve as a frame
   of reference in planning the school year's program or a day's
   lesson, as a resource material in selecting appropriate materials,
   activities, and techniques, and as an aid in evaluating the total
   reading program. (NS)

2. ED 021 689   RE 001 218
   Folkemer, Paul
   Teaching English and Reading Simultaneously for Eleventh Grade
     Non-Regent English.
   Ramapo Central School District Number 2, Spring Valley, N.Y.
   Pub Date 66
   Note--71p.

   EDRS Price   MF-$0.50   HC-$3.65

   Descriptors--Biographies, *Course Content, Developmental Reading,
     Drama, Individualized Reading, Interpretive Reading, Novels,

Oral Reading, Readiness, *Reading Skills, *Secondary School
Students, Sentence Structure, Short Stories, Silent Reading,
*Study Guides, *Teaching Methods, Word Study Skills

The need for simultaneous teaching of reading skills and course
content prompted the formation of a study guide which coordinates
these two areas in an eleventh-grade nonregent English program
used by Ramapo Central School District No. 2 in Spring Valley,
New York. The guide provides exercises with a range of ability
and achievement levels which adjust to individual student dif-
ferences. It contains five literary units: (1) the short story,
(2) the novel, (3) nonfiction, (4) drama, and (5) biography and
a unit on the complete sentence. Each lesson is divided into
five sections--(1) readiness, (2) purpose for silent reading,
(3) oral reading and discussion, (4) word attack and word recog-
nition skills, and (5) followup exercises. Study guide questions
and word attack exercises are provided at the end of the lesson;
an answer sheet is provided for the teacher. (BS)

3. ED 021 690   RE 001 281
   Guidelines for Reading.
   New Hampshire Supervisory School Union Number 40, Milford.
   Pub Date 67
   Note--186p.
   Available from--Supervisory School Union No. 40, Milford, New
      Hampshire.

Document Not Available from EDRS.

Descriptors--Basic Reading, Comprehension, Critical Reading,
   *Curriculum Guides, *Elementary Grades, Guidelines, *Instruc-
   tional Materials, Listening Skills, Locational Skills (Social
   Studies), *Reading Instruction, *Secondary Grades, Study
   Skills, Teaching Guides, Vocabulary, Word Recognition

A reading program should stimulate intellectual curiosity.
This philosophy is expressed in a 1967 reading guide for primary
and secondary schools prepared by the Reading Committee of the
Union 40 Curriculum Council of Milford, New Hampshire. It was
developed as a result of the 1966 curriculum study by the Union
40 Curriculum Council. While it is built around the necessary
concepts and skills, the guide emphasizes creativity and encour-
ages innovation. Necessary skills in word recognition, listen-
ing, comprehension, vocabulary development, critical reading,
and research are presented in a scope and sequence chart which
indicates levels of introduction, enrichment, and mastery. The
guide is divided into sections on basic reading skills, word

recognition, listening skills, comprehension skills, vocabulary skills, study skills, locational skills, and critical reading. Suggested concepts, specific skills, activities, procedures, and evaluative techniques are listed in each section. The guide is enriched by an appendix listing a variety of teaching aids and evaluative devices, an extensive bibliography, an example of an evaluation form for teachers to use in evaluating the guide, and a list of recommendations for further study of the guide. (NS)

4. ED 021 691   RE 001 314
   Wardhaugh, Ronald
   Linguistics-Reading Dialogue.
   International Reading Association, Newark, Delaware.
   Pub Date Feb 68
   Note--11p.
   Journal Cit--The Reading Teacher, v21 n5 p432-41 Feb 68

   Document Not Available from EDRS.

   Descriptors--Dialects, Figurative Language, Graphemes, *Linguis-
      tic Patterns, *Linguistic Theory, Morphophonemics, Phonemes,
      Reading, Reading Programs, *Reading Skills, Semantics, Syntax

   Three principles are integral to any reading theory which pro-
   vides reading teachers and researchers with the linguistic ex-
   planatory power required by linguistic theory. A clear under-
   standing of language is dependent on the knowledge of what
   language is and how it works. There is an important distinction
   between competence and performance; most language is rule-
   governed behavior. Although no definition of reading is offered,
   the concept of reading is offered, the concept of reading as high
   speed recognition is rejected. Studies are cited which trace the
   development of linguistic study and define and exemplify the
   three principles. References are listed. (BS)

5. ED 021 692   RE 001 344
   Kerfoot, James F.
   First Grade Reading Programs. Perspectives in Reading, No. 5.
   International Reading Association, Newark, Delaware.
   Report No--PR-5
   Pub Date 65
   Note--191p.
   Available from--International Reading Association, Six Tyre Ave.,
      Newark, Delaware 19711 ($3.00 for members, $3.50 for non-
      members).

Document Not Available from EDRS.

Descriptors--Basic Reading, *Beginning Reading, Individualized
Reading, Initial Teaching Alphabet, Language Experience Ap-
proach, Linguistics, Phonics, *Reading Instruction, *Reading
Programs, *Reading Research, Structural Analysis, *Teaching
Techniques

This publication contains papers contributed to the fifth Per-
spectives of Reading conference of the International Reading
Association which focused on the teaching of beginning reading.
The following approaches are described and evaluated: (1) indi-
vidualized reading, (2) basal reading, (3) linguistic approach,
(4) phonics approach, (5) new alphabet approach, (6) language
experience approach, and (7) early letter emphasis. Each ap-
proach is presented in terms of its rationale, its unique ele-
ments and points of emphasis, research supporting its effective-
ness, research going on, and its future. References are listed
for each approach. Differing views on the Carden method, words
in color, programed reading, the phonovisual approach, phonetic
keys to reading, and the initial teaching alphabet are presented
under phonics and the new alphabet approach. Linguistic approaches
for children with bilingual background and reading programs for
the disadvantaged are discussed. A concluding article lists stand-
ards for evaluating reading programs. (NS)

6. ED 021 693   RE 001 373
Strengthening Reading Services Through Increasing Provisions for
Secondary Before or After School Reading Centers.
Milwaukee Public Schools, Wis.
Pub Date 67
Note--24p.

EDRS Price MF-$0.25 HC-$1.30

Descriptors--Program Evaluation, Questionnaires, *Reading Cen-
ters, *Reading Development, *Remedial Reading Programs, *Second-
ary Grades, Student Attitudes, *Student Volunteers, Vocabulary
Development

Identifiers--Milwaukee Public Schools, Title I, Elementary and
Secondary Education act of 1965

The Voluntary Reading Center Project was designed to extend
regular reading center activities beyond normal school hours in
order to serve more students. A total of 101 students in nine
secondary schools received instruction for one semester; a total

of 100 students in three secondary schools received instruction for two semesters. The project was evaluated by pretests and post-tests to determine reading vocabulary achievement and student attitude changes and by reactions solicited from the teachers and principals involved. Test results indicated a mean reading vocabulary gain of 0.39 years for one-semester participants and 1.13 years for two-semester participants. There were no significant changes in student attitudes. School personnel responses were generally favorable except that most teachers indicated difficulty in procuring interested students. Three of the eight teachers suggested that the project be dropped. Based on these results, it was recommended that the project either be changed so that more students could participate or continued only in schools where it would be implemented for two semesters. Sample copies of the student attitude measurement and school personnel questionnaire are included in appendixes. (BS)

7. ED 021 694   RE 001 381
   A Guide for Beginning Teachers of Reading, Grades 5-8.
   New York City Board of Education, Brooklyn, N.Y.
   Report No--CB-6
   Pub Date 68
   Note--118p.
   Available from--Board of Education, Publication Sales Office,
     110 Livingston St., Brooklyn, N.Y. 11201 ($2.00 payable to
     Auditor, Board of Education).

   EDRS Price MF-$0.50 HC Not Available from EDRS.

   Descriptors--*Beginning Teachers, Grade 7, Grade 8, Instructional
     Materials, Intermediate Grades, Reading Instruction, *State
     Curriculum Guides, *Teaching Guides

   One of New York City's Reading Action Package, this bulletin was designed to help beginning teachers of reading, grades 5 through 8. It offers suggestions for (1) determining pupil reading needs and achievement, (2) organizing for instructional purposes, (3) getting acquainted and using available reading materials, (4) planning the class reading program, (5) implementing the program through guided reading lessons, individualized reading lessons, and skill lessons, (6) extending and refining reading skills, (7) helping children with second language handicaps and divergent speech patterns, and, (8) evaluating the reading program through formal and informal measures. The concepts and the vocabulary, word attack, comprehension, interpretation, and work-study skills needed by every child in order to

participate effectively in reading and learning experiences are listed. Sample lesson plans are furnished. The appendix includes a list of basic sight vocabulary, sample diagnostic tests, instructions on the use of informal textbook tests and the Metropolitan Reading Tests, and selected references. (NS)

8. ED 021 695   RE 001 382
A Guide for Beginning Teachers of Reading, Grades 9-12.
New York City Board of Education, Brooklyn, N.Y.
Report No--CB-7
Pub Date 68
Note--107p.
Available from--Board of Education, Publication Sales Office,
    110 Livingston St., Brooklyn, N. Y. 11201 ($2.00 payable to
    Auditor, Board of Education).

EDRS Price MF-$0.50 HC Not Available from EDRS.

Descriptors--*Beginning Teachers, Instructional Materials,
  *Reading Instruction, *Senior High Schools, *State Curriculum
  Guides, Teaching Guides, Teaching Techniques

One of New York City's Reading Action Package, this guide was designed to help beginning teachers of reading, grades 9-12. It offers some principles and techniques on the following aspects of reading instruction: (1) evaluation for planning and teaching, (2) organizing classes for instruction, (3) getting acquainted with instructional materials, (4) scheduling time for reading instruction, (5) planning the reading lesson, and (6) getting started to teach. Sample lesson plans representative of the approaches used at various levels of ability are presented. A concluding chapter discusses general procedures for the identification and guidance of students reading below or above grade level and for the teaching of retarded readers and second-language learners. The appendix includes additional suggestions on the appraisal of pupil reading status and progress, grouping techniques, the use of reading centers, Dolch's basic sight vocabulary, a checklist of reading difficulties, suggestions for administering the Metropolitan Reading Tests, reading services available, and selected references for reading teachers. (NS)

9. ED 021 696   RE 001 397
Hausmeier, Herbert J.   Quilling, Mary
Research and Development Activities in R & I Units of Four
    Elementary Schools of Madison, Wisconsin, 1966-67.

Wisconsin Univ., Madison. Research and Development Center for
   Cognitive Learning.
Spons Agency--Office of Education (DHEW), Washington, D. C.
   Bureau of Research.
Report No--WRDCCL-TR-48
Bureau No--BR-5-0216
Pub Date Apr 68
Contract--OEC-5-10-154
Note--31p.

EDRS Price MF-$0.25 HC-$1.65

Descriptors--Basic Reading, *Developmental Reading, *Elementary
   Grades, Individualized Reading, *Kindergarten Children, *Lan-
   guage Arts, Linguistic Theory, Motivation, Reading Instruction,
   *Reading Research

    The research and development activities of Research and Instruc-
tion Units at four elementary schools in Madison, Wisconsin, during
the 1966-67 school year are summarized. Individualization and
motivation were the focal points of these projects; special at-
tention was given to language arts. Neither of the language en-
vironment programs yielded significant results, but pupils in the
experimental group showed progress as great as or greater than
that of control pupils. In a comparison of reading approaches
for first-grade children, the linguisti) approach was effective
for girls; the basal reader approach was more successful for boys.
In a sixth-grade unit, pupils using individualized reading ma-
terials performed better than pupils using basal readers. With
the aid of reading consultants, the staff of one school developed
a scope and sequence of skills for an individualized reading
program. Primary pupils exposed to this program made greater
gains in reading vocabulary and comprehension than would usually
be expected. The reading program is being implemented at all
grade levels in four schools for the 1967-68 school year.
(Author/BS)

10. ED 021 697   RE 001 398
    Otto, Wayne   Askov, Eunice
    The Role of Color in Learning and Instruction.
    Wisconsin Univ., Madison. Research and Development Center for
       Cognitive Learning.
    Spons Agency--Office of Education (DHEW), Washington, D. C.
       Bureau of Research.
    Report No--WRDCCL-TP-12
    Bureau No--BR-5-0216
    Pub Date Mar 68

Contract--OEC-5-10-154
Note--14p.

EDRS Price MF-$0.25 HC-$0.80

Descriptors--*Associative Learning, *Learning Motivation,
  *Prompting, *Reading Instruction, *Reading Materials, Symbolic
  Learning

Research on the function of color in instruction and learning
is reviewed, and the rationale for its use in instructional ma-
terials and as an aid to learning is examined. Three points are
made: (1) on the basis of research results, it is not yet pos-
sible to prescribe the use of color cues in instruction; (2)
color is presently being used in instructional materials only
as a means of carrying basic information, not as an additional
cue to enhance learning; and, (3) the cue value of color de-
pends on the availability of a variety of other more potent cues.
It is implied that the nature and extent of interaction among
differing ages, abilities, skill development, color cues, and
other available cues should be further clarified. (Author/NS)

11. ED 021 698   RE 001 399
     Goodman, Kenneth S.   Burke, Carolyn L.
     Study of Children's Behavior While Reading Orally. Final
       Report.
     Wayne State Univ., Detroit, Mich.
     Spons Agency--Office of Education (DHEW), Washington, D.C.
       Bureau of Research.
     Report No--PROJ-S425
     Bureau No--BR-5-8424
     Pub Date Mar 68
     Contract--OEC-6-10-136
     Note--139p.

     EDRS Price MF-$0.75 HC-$7.05

     Descriptors--Grammar, *Intermediate Grades, Morphemes, *Oral
       Reading, Phonemics, Psycholinguistics, Reading Comprehension,
       Reading Difficulty, *Reading Skills, *Syntax, *Taxonomy

     Psycholinguistic knowledge and techniques can be used as the
     basis for reading process research with a view to the develop-
     ment of a reading theory. The initial phase of such a study is
     reported, and reading behavior on a comprehensive basis is ex-
     amined. The assumption upon which the research is based is
     that reading miscues are generated by the same process that

generates expected responses. The oral reading behavior of 12 children reading a story selected from a basal reader was examined. These subjects were fourth- and fifth-graders who were determined by informal test and teacher evaluation to be proficient readers. Initial analysis of miscues led to the formulation of a taxonomy of reading miscues. Questions concerning each miscue were asked. Change and acceptability were examined semantically and syntactically at the phonemic, morphemic, and syntactic levels. Miscues were examined, compared, and contrasted in terms of their component parts, relative value, and levels of involvement. References are listed. Appendixes include material on computer coding which uses the taxonomy of cues and miscues, a comprehension rating sheet, and a reading research data sheet. (Author/BS)

12. ED 021 699   RE 001 400
    Samuels, S. Jay
    Word Associations and the Recognition of Flashed Words. Final
       Report.
    Minnesota Univ., Minneapolis.
    Spons Agency--Office of Education (DHEW), Washington, D.C.
       Bureau of Research.
    Bureau No--BR-6-8774
    Pub Date 68
    Contract--OEC-3-7-068774-0442
    Note--26p.

    EDRS Price MF-$0.25 HC-$1.40

    Descriptors--*Associative Learning, College Students, Grade 4,
       *Rapid Reading, Tachistoscopes, *Visual Perception, *Word
       Recognition

    Identifiers--University of Minnesota

    Two separate studies were designed to investigate the effect of reading the first word of a pair on the speed of recognizing the second. One study drew its subjects from the college level; the other from the fourth grade. A Scientific Prototype Three-Channel Tachistoscope was used, and an erasing image was flashed immediately following the presentation of target words to avoid possible after-image effects. Ten word pairs were used. Associative value was measured by the Palermo Jenkins word association norms. Results indicated that word recognition speed was facilitated when associative connections between words in the text matched the word associations of the reader. Recognition was

retarded when the target word was preceded by a nonassociate. A target word presented without prior knowledge required more recognition cues than one for which the subject had prior knowledge. Differences between adult and child perception were detected in the reporting of a word based on partial information and in the stronger effect of associative words in children. References are included. (WL)

13. ED 021 700   RE 001 401
Hershenson, Maurice
The Role of Stimulus Structure in the Perception of Briefly
    Exposed Visual Stimuli. Final Report.
Wisconsin Univ., Madison.
Spons Agency--Office of Education (DHEW), Washington, D.C.
    Bureau of Research.
Report No--PROJ-3293
Bureau No--BR-5-0603
Pub Date Mar 68
Contract--OEC-6-10-286
Note--31p.

EDRS Price MF-$0.25 HC-$1.65

Descriptors--Memorizing, *Perception, *Redundancy, *Visual
    Stimuli, Word Recognition, *Written Language

Experiments within the microgenetic paradigm provide an assessment of the role of stimulus structure and, inferentially, of cognitive structure on perception. Two experiments investigating the effect of redundancy (structure) in written language on visual perception are reported. Seven-letter arrays differing in percentage of redundancy were repeatedly exposed for brief durations. The arrays were unfamiliar to the subjects in experiment 1. The subjects had to memorize the list of stimuli in experiment 2. All subjects were instructed to report what they saw. Perceptual "reports" (Natsoulas, 1967) were obtained in experiment 2 only. A third experiment was run to check the results of experiment 2. Letter position was the overriding determiner of perceptibility, yielding an inverted U-shaped function about the fixation point. The increase in perceptibility as a function of stimulus structure was significant, but small. Information transmitted decreased markedly. The results are interpreted in relation to two models of information flow for the recognition and microgenesis tasks. References are listed. (Author/BS)

14. ED 021 701   RE 001 402
    Ruddell, Robert B.
    A Longitudinal Study of Four Programs of Reading Instruction
        Varying in Emphasis on Regularity of Grapheme-Phoneme Cor-
        respondences and Language Structure on Reading Achievement in
        Grades Two and Three. Final Report.
    California Univ., Berkeley.
    Spons Agency--Office of Education (DHEW), Washington, D.C.
        Bureau of Research.
    Report No--CRP-3099; CRP-78085
    Bureau No--BR-5-0645
    Pub Date Apr 68
    Contract--OEC-6-10-201
    Note--239p.

    EDRS Price MF-$1.00 HC-$12.05

    Descriptors--Dialects, *Experimental Programs, Grade 1, Grade 2,
        Grade 3, Graphemes, *Language Patterns, Phonemes, Reading Com-
        prehension, *Reading Instruction, *Reading Research, Socio-
        economic Background, Vocabulary

    Identifiers--Oakland Unified School District, California

    The objectives of this study were to investigate the effect of
four different reading programs on the decoding and comprehension
skills of second and third graders. One reading program used a
basal reading series which exercised little control over the
grapheme-phoneme correspondences presented in the vocabulary.
The second program used a basal reading series which exercised
close control over grapheme-phoneme regularity. The vocabularies
of these two programs were used in the remaining two programs,
which emphasized meaning contrasts within basic patterns of lan-
guage structure through the use of word substitution, pattern
expression and elaboration, pattern inversion, and pattern trans-
formation. Teachers were randomly assigned, and all reading pro-
grams were new to the teachers using them. Reading achievement
tests were administered to the pupils in May 1966 and May 1967.
Higher decoding skills were attained when controlled regularity
of grapheme-phoneme correspondences and emphasized language struc-
ture were combined in the same method than when emphasized lan-
guage structure was presented alone. When used alone, grapheme-
phoneme correspondences did not produce decoding skills superior
to those produced by the program placing little emphasis on
correspondence control. (WL)

15. ED 021 702   RE 001 403
    Wolf, Richard M.

                            27

Forecasting Academic Status.
Southwest Regional Educational Lab., Inglewood, Calif.
Spons Agency--Office of Education (DHEW), Washington, D.C.
  Bureau of Research.
Report No--TR-2
Bureau No--BR-6-2865
Pub Date 1 Jun 68
Contract--OEC-4-7-062865-3073
Note--16p.
Available from--Southwest Regional Laboratory for Educational
  Research and Development, 11300 La Cienega Blvd., Inglewood,
  Calif. 90304.

Document Not Available from EDRS.

Descriptors--*Academic Achievement, Arithmetic, Grade 3, *Grade
  6, *Learning Difficulties, Manuals, *Prediction, Reading Com-
  prehension, Vocabulary

A manual for forecasting the level of achievement students are
likely to attain unless special help is provided was developed
for third-grade teachers as a result of a study which showed a
sufficiently high relationship between achievement at the begin-
ning of third grade and at the beginning of sixth grade. In this
study, the achievement scores in reading vocabulary, reading com-
prehension, arithmetic fundamentals, and arithmetic reasoning
for about 700 students in beginning third grade and beginning
sixth grade in two California school districts were collected.
Electronic computers and stepwise multiple regression procedures
were used to analyze the data for each student. The sixth-grade
performance in one of the four areas was used as the criterion
variable, and the third-grade variables were used as the pre-
dictors. Results prescribe using the data in beginning third
grade for predicting academic status in sixth grade. The manual
developed illustrates how this is done. Sample forms for fore-
casting achievement in each of the four areas are included. The
manual is being used in the participating elementary schools;
plans for followup studies have been made. (NS)

16.   ED 021 703   RE 001 406
      Smiley, Marjorie B.
      Development of Reading and English Language Materials for Grades
        7-9 in Depressed Urban Areas. Final Report.
      City Univ. of New York, N.Y. Hunter Coll.
      Spons Agency--Office of Education (DHEW), Washington, D.C.
        Bureau of Research.
      Report No--PROJ-H-022(CRP-H-022)

Bureau No--BR-5-0687
Pub Date Jan 68
Contract--OEC-SAE-3-10-015
Note--94p.

EDRS Price MF-$0.50   HC-$4.80

Descriptors--*Curriculum Development, *Depressed Areas (Geograph-
ic), *Disadvantaged Youth, *Junior High Schools, *Language Arts,
Remedial Reading, Retarded Readers, Student Motivation, Study
Skills, Teaching Methods, Unit Plan

The Hunter College Project English Curriculum Center (1962-68)
developed and field tested 14 units in English language arts for
junior high school students in depressed urban areas who were
reading an average of 2 years below grade. The purpose of the
curriculum was to interest and motivate students by providing
them with literature related to their own lives and by involving
them in language activities related to their concerns. The an-
thologies which served as the core of these units dealt with
human interest themes and included selections about minority
groups. Each unit included a detailed manual for teachers, sup-
plementary audiovisual materials, and an annotated book list for
individualized reading. The methodology emphasized active learn-
ing and learning sequences which would aid students to discover
concepts and principles. Special attention was given to study
and test-taking skills. These units were field tested in schools
in New York, Ohio, Florida, and California. Approximately 5,000
students participated. Teachers, students, and independent ob-
servers judged the units relevant to student interests, motivating,
and teachable. Schools which reported reading scores generally
showed that students in the experimental program achieved gains
equal to or better than comparable to control groups.

17. ED 021 704   RE 001 409
     Elkind, David   Deblinger, Jo Ann
     Reading Achievement in Disadvantaged Children As a Consequence
       of Non Verbal Perceptual Training. Final Technical Progress
       Report.
     Rochester Univ., N.Y.
     Spons Agency--Office of Education (DHEW), Washington, D.C.
       Bureau of Research.
     Bureau No--BR-6-8881
     Pub Date 68
     Contract--OEC-1-7-06881-0381
     Note--20p.

     EDRS Price MF-$0.25 HC-$1.10

Descriptors--Disadvantaged Youth, *Grade 2, *Nonverbal Learning,
   Reading Comprehension, *Reading Research, *Sensory Training,
   *Visual Perception, Word Recognition

Identifiers--Bank Street Readers

The theoretical orientation based on perceptual development,
proposed by Piaget in 1961, is the starting point of this investi-
gation. According to Piaget, the perception of the young child
is "centered" on dominant aspects of the field. With maturity,
perception becomes "decentered" and progressively freed from the
field. The visual training materials used in this experiment
were designed with this principle in mind. The hypothesis that
training in perceptual activity would improve reading skills was
proposed. Sixty second-grade Negro children attending an inner
city school in Rochester were matched in perceptual activity and
reading achievement and split into a control group and an ex-
perimental group. The control group studied from a commercial
reading program (The Bank Street Readers), while the experimental
group was trained with the series of nonverbal perceptual materi-
als noted above. The experimental group made significantly
greater progress in word form and word recognition than the con-
trol group. However, with regard to "Meaning of Opposites", they
did more poorly. This seems to indicate that noverbal perceptual
training did not affect reading comprehension. References are
included. (WL)

18. ED 022 620   RE 001 239
    Ross, Ramon
    Folk Tales for Young Children.
    Pub Date Apr 68
    Note--10p.; Paper presented at International Reading Association
       Conference, Boston, Mass., April 24-27, 1968.

    EDRS Price MF-$0.25 HC-$0.60

    Descriptors--Childhood Interests, *Childrens Books, *Creative
       Reading, Critical Reading, Fantasy, *Folklore Books, *Litera-
       ture Appreciation, *Reading Interests, Story Reading

    Most criticisms directed at basal reader stories concern the
    unreal characters which tend to depict only middle-class families
    and use unreal language patterns. However, such criticisms do
    not get to the core of the problem. A comparison of stories
    from basal readers with some famous folk tales illustrates how
    the here-and-now stories from basal readers fail to stimulate
    children's imaginations. The folk tale is unique in eliciting

fanciful interpretation from children and adults because it is
read at the level appropriate for the reader or listener. It
permits self-discovery by allowing the reader or listener to
look inside himself and allows the child to raise questions
about himself and his own future. In contrast, the here-and-
now stories from basal readers leave no room for the imagination.
They lack life and passion and are too concerned about other
children. (NS)

19. ED 022 621   RE 001 254
     Peyser, Turkan Kumbaraci
     Evaluating Culture-Fairness in Translations of College-Level
        Reading Tests.
     Note--19p.; Paper presented at the American Educational Research
        Association conference, Chicago, Illinois, Feb. 7-10, 1968.

     EDRS Price MF-$0.25 HC-$1.05

     Descriptors--College Freshmen, Content Reading, *Culture Free
        Tests, Foreign Students, Group Tests, High School Graduates,
        *Item Analysis, *Reading Comprehension, Reading Tests, Test
        Reliability, *Test Validity, *Translation

        The possibility of using translations of American reading tests
     for the evaluation of pupils belonging to different foreign
     groups was explored. Two parallel forms of a reading comprehen-
     sion test geared to United States high school graduates and col-
     lege entrants and the translations of these into Turkish and the
     relative retranslations back into English were administered to
     five groups of high school and college students in the United
     States and Turkey. Item difficulty and frequency of responses
     to item errors were highly stable in the two groups. There was
     great similarity in the total test scores of American and Turk-
     ish students at similar educational levels when the test was
     taken in their own language. This seems to indicate that trans-
     lated reading tests remain culturally fair if total test scores,
     relative difficulty of reading passages, and indices of item
     difficulty are criteria for test fairness. (WL)

20. ED 022 622   RE 001 258
     Dorinson, Zena   Fiedler, Margaret
     The Effect of Informal Reading Inventories on a High School
        Reading Program.
     Pub Date 26 Apr 68
     Note--13p.; Paper presented at International Reading Association
        Conference, Boston, Mass., April 24-27, 1968

EDRS Price MF-$0.25 HC-$0.75

Descriptors--*Informal Reading Inventory, *Inservice Teacher
   Education, Program Evaluation, *Reading Diagnosis, *Reading
   Improvement, Remedial Reading, *Secondary Grades, Teacher
   Workshops

During an inservice training program on the construction and
use of informal reading inventories, 14 teachers of freshman
English learned how to administer informal reading inventories,
how to use information obtained to construct reading profiles,
and how to use reading profiles to guide reading instruction.
After six 2-hour sessions, they brought their classes to the
Developmental Reading Laboratory four times during the school
year for a week's instruction in vocabulary, comprehension, and
study skills. The effectiveness of the program was evaluated
by the teachers and students alike. Results showed that students
and teachers gained from the use of informal reading inventories.
An inservice training program focused on the construction and use
of these inventories effected changes in teacher behavior in
terms of knowledge of the nature of reading processes, the mean-
ing of reading difficulties, and the use of new reading instruc-
tional techniques. Results also revealed that future inservice
training programs should emphasize organizational procedures of
grouping and individualized instruction. (NS)

21. ED 022 623   RE 001 261
     Artley, A. Sterl
     Are There Any Real Differences Between Reading Instruction in
        the Elementary School and in the High School?
     Pub Date Apr 68
     Note--19p.; Paper presented at the International Reading Associa-
        tion Conference, Boston, Mass., April 24-27, 1968.

     EDRS Price MF-$0.25 HC-$1.05

     Descriptors--*Elementary Grades, Maturation, *Reading Development,
        *Reading Instruction, Reading Processes, Reading Skills, *Sec-
        ondary Grades, Student Development

     The factors which determine the nature of a reading program
     are discussed in order to identify differences in reading instruc-
     tion at the elementary and secondary levels. These factors are
     the developmental status of the learner, the demands of the cur-
     riculum, and the structure of the reading process. The differ-
     ences in the developmental status of an elementary school child
     and a high school student are brought about by physiological,

intellectual, and emotional changes. These account for differ-
ences in interest and activities, increased social participation,
greater insight and perceptiveness, richer vocabulary, and in-
creased capacity for higher-level thinking as the learner matures.
Well-defined subject areas at the elementary level require the
development of concepts, vocabulary, and competencies in word
perception and comprehension. At the secondary level, reading
becomes more specialized and requires even greater proficiency.
This does not imply that a reading skill is unique to a grade
level. Reading growth is developmental. Reading skills, abili-
ties, and understandings have their beginnings at the readiness
level and are refined, mastered, and enriched at the secondary
level. (NS)

22. ED 022 624   RE 001 268
    Weintraub, Samuel
    Evaluating a Preservice Methods Course
    Pub Date Apr 68
    Note--18p.; Paper presented at International Reading Association
        Conference, Boston, Mass., April 24-27, 1968.

    EDRS Price MF-$0.25 HC-$1.00

    Descriptors--*College Instruction, College Teachers, *Course
        Evaluation, Curriculum Evaluation, Evaluation Criteria, *Evalua-
        tion Methods, *Evaluation Needs, Evaluation Techniques, Faculty
        Evaluation, Methodology, Methods Courses, *Preservice Education,
        Self Evaluation, Teacher Education, Teachers Colleges

    Problems involved in evaluating preservice methods courses, such
    as the difficulty of isolating the specific contribution of a
    single course, are discussed. The training factor of a methods
    course must be distinguished from the selection factor influenc-
    ing the capabilities of a student population. Methods courses
    should be evaluated if they are to be effectively improved. Sev-
    eral ways of evaluating courses are described and evaluated. An
    approach to evaluating the course through classroom performance
    and two suggestions for research studies are presented. Seven
    references are included. (KJ)

23. ED 022 625   RE 001 280
    Larrick, Nancy, Ed.   Stoops, John A., Ed.
    What is Reading Doing to the Child?
    Lehigh Univ., Bethlehem, Pa.
    Pub Date 67

Note--135p.; Highlights from the Sixteenth Annual Reading Con-
    ference, Lehigh University.
Available from--The Interstate Printers & Publishers, Inc.,
    Danville, Illinois

Document Not Available from EDRS.

Descriptors--Audiovisual Aids, Beginning Reading, Migrant
    Workers, *Reading Instruction, *Reading Interests, *Reading
    Materials, *Reading Readiness, Secondary Grades, Social Change,
    Teaching Methods, *Teaching Quality, Teenagers, Values

    Highlights from the 16th annual Reading Conference of Lehigh
University are organized under the following major headings: The
Voice of Theory, The Voice of Practice, and The Words of Reform.
Some of the papers presented deal with the following: (1) the
use of films, records, and filmstrips as a way of introducing
picture books to children in communities of migrant workers, (2)
the effects of current reading materials and procedures as seen
by an experienced editor of children's books, (3) the teacher who
puts concern for the child ahead of covering the textbook, (4)
the comments of a group of children in intermediate grades on
some aspects of their reading program, (5) teenagers' comments
on the books they like and dislike, and (6) teenage reading in-
terests and tastes. An index is provided. (KJ)

24. ED 022 626   RE 001 291
    Dykstra, Robert
    Classroom Implications of the First-Grade Reading Studies.
    Pub Date Apr 68
    Note--12p.; Paper presented at College Reading Association Con-
        ference, Knoxville, Tenn., April 1968.

    EDRS Price MF-$0.25 HC-$0.70

    Descriptors--Basic Reading, *Beginning Reading, Initial Teaching
        Alphabet, Kinesthetic Methods, Phonics, Reading Achievement,
        Reading Comprehension, *Reading Instruction, *Reading Materials,
        *Reading Programs, *Reading Readiness, Reading Readiness Tests,
        Reading Skills, Spelling, Word Recognition

    Identifiers--Cooperative Research Program

    During the first year of the program, 27 individual projects
enrolling approximately 20,000 first-grade pupils were involved.
Fifteen of these projects participated in a second-grade followup
study. Some conclusions based on an analysis of data are (1)

that prereading knowledge of letter names is the best single
predictor of reading achievement in the primary grades, (2) that
various measures of reading readiness predict achievement in a
similar fashion for many types of reading programs, (3) that
girls were generally superior to boys for all three testing
periods, (4) that instruction in phonics is related to achieve-
ment in word recognition and spelling, (5) that direct instruc-
tion in comprehension is essential, (6) that a writing component
is an effective addition to a primary reading program, (7) that
the prereader should be taught to recognize letters of the alpha-
bet, and (8) that pupils can learn to recognize more words than
are commonly introduced in reading programs. The elements of
the learning situation attributable to teachers, classrooms,
schools, and school systems play a large role over and above the
materials and/or approaches used. (RJ)

25. ED 022 627   RE 001 292
     Austin, Mary C.
     What Lies Ahead in Primary Reading?
     Pub Date Apr 68
     Note--22p.; Paper presented at College Reading Association Con-
        ference, Knoxville, Tenn., April 1968.

     EDRS Price MF-$0.25 HC-$1.20

     Descriptors--Autoinstructional Methods, *Beginning Reading, Com-
        puter Assisted Instruction, Educational Television, Instruc-
        tional Innovation, Reading Consultants, *Reading Programs,
        Reading Tests, *Teacher Education, Teacher Selection, *Teaching
        Quality

     A brief review of the research leads to the conclusion that
     children learn to read equally well with very different teaching
     methods and that the truly important factor in creating good or
     poor reading achievement is the quality of the teacher. Recom-
     mendations for preservice, inservice, and graduate training of
     teachers are given. The great influx of new instructional ma-
     terials and gadgets can help to revitalize the curriculum and
     bring about exciting changes in pupil interest and attitudes.
     However, procedures must be implemented for studying and evalu-
     ating these innovations according to predetermined professional
     standards. New instructional materials, educational television,
     and computer assisted instruction will allow more attention to
     be given to individual differences among children. References
     are given. (RJ)

26. ED 022 628   RE 001 298
    Cohen, S. Alan
    Research and Teaching Reading to Disadvantaged Learners: Impli-
       cations for Further Research and Practice.
    Pub Date Apr 68
    Note--15p.; Paper presented at International Reading Association
       Conference, Boston, Mass., April 24-27, 1968.

    EDRS Price MF-$0.25 HC-$0.85

    Descriptors--*Disadvantaged Groups, *Elementary School Students,
       Environmental Influences, *Methods Research, Reading Diagnosis,
       Reading Difficulty, Reading Programs, *Reading Research, Read-
       ing Skills, Remedial Reading Programs, Research Methodology,
       Teacher Influence

    Research on the teaching of reading to disadvantaged children
often places too much emphasis on etiology rather than on peda-
gogy. The student's behavior, not the etiology, is the key to
change. Suggestions that disadvantaged children have initial
reading problems because of auditory, vocabulary, and visual dis-
crimination deficits or articulatory problems are questionable
because early reading vocabulary is quite limited, and existing
discrimination problems are quickly alleviated by thorough se-
quential instructions. Also, research evidence indicates that
slow learners are often concrete, motoric learners. Apparently
average and above average disadvantaged children do not display
this type of learning. Teachers have a major influence on the
student's success in reading. Therefore, in addition to peda-
gogical treatments, the specific operants that discriminate good
from mediocre and poor teachers must be isolated. Specific stu-
dent behavioral deficits and strengths in reading when matched
to teacher characteristics can produce a new concept in pedagogy.

27. ED 022 629   RE 001 303
    Beldin, H. O.
    Teaching Diagnostic Techniques to Classroom Teachers.
    Pub Date Apr 68
    Note--11p.; Paper presented at International Reading Association
       Conference, Boston, Mass., April 24-27, 1968.

    EDRS Price MF-$0.25 HC-$0.65

    Descriptors--Audiovisual Aids, Developmental Reading, *Diagnos-
       tic Teaching, Diagnostic Tests, *Informal Reading Inventory,
       *Inservice Teacher Education, Instructional Aids, Methods

Courses, Methods Teachers, *Preservice Education, *Reading Instruction, Teacher Education, Teaching Skills

Many classroom teachers are not teaching children to read at proper levels because they lack skill administering diagnostic tests and need practice interpreting children's reading behavior during testing. The text-lecture approach may be adequate for imparting information about diagnostic procedures, but it is not adequate for developing skill in the application of this information. Audio and video tapes, transparencies, and films can be used to simulate actual classroom behavior. Audio tapes develop skills of auditory perception and memory, while video tapes and films develop skills in the observation and interpretation of behavior. Simulation materials which require teacher response can substitute for children in the early part of a training program. Later the teachers assume responsibility for the analysis of reading behavior while working with children under the supervision of the college instructor. Such training facilitates the use of the new skills in the classroom. (Author/KJ)

28. ED 022 630   RE 001 304
    Bond, Guy L.
    Diagnostic Teaching in the Classroom.
    Pub Date Apr 68
    Note--13p.; Paper presented at International Reading Association
        Conference, Boston, Mass., April 24-27, 1968.

    EDRS Price MF-$0.25 HC-$0.75

    Descriptors--Beginning Reading, *Developmental Reading, *Diag-
        nostic Teaching, *Elementary Grades, Individual Differences,
        Instructional Aids, *Reading Readiness, Reading Research, Re-
        search Needs, Teaching Methods, Teaching Procedures, Teaching
        Styles

    Pertinent findings from the combined analyses of results of
the United States Office of Education First-Grade Reading Studies
are presented. Suggestions for incorporating diagnostic findings
into the classroom teaching of reading are presented. The first-
grade studies demonstrate that the reading achievement of first-
and second-grade children is more closely related to the situa-
tion in which they are taught than it is to the general method by
which they are taught. Greater variation in reading is found
among the classes within any method than is found between the
methods or the projects, even when the effects of differences in
pupil abilities or projects in the 1,000 classrooms were controlled.
Much of this difference should be attributed to differences in

teacher effectiveness. It was concluded (1) that the whole area
of differences in specific teaching techniques, rather than dif-
ferences in general method, needs further exploration, (2) that
more research is needed to isolate the types of problems children
develop while growing in reading, (3) that there is need for the
development of programed self-corrective exercises designed to
overcome the more common types of learning problems children de-
velop, and (4) that most of the adjustment to individual differ-
ences is made by the sensitive, effective teacher. (KJ)

29. ED 022 631   RE 001 309
    Powell, William R.
    Reappraising the Criteria for Interpreting Informal Inventories.
    Pub Date 25 Apr 68
    Note--18p.; Paper presented at International Reading Association
        Conference, Boston, Mass., April 24-27, 1968.

    EDRS Price MF-$0.25 HC-$1.00

    Descriptors--Educational Testing, *Elementary School Students,
        *Informal Reading Inventory, Language Learning Levels, *Read-
        ing Comprehension, Reading Level, *Reading Research, Reading
        Skills, Reading Tests, *Word Recognition

    The widely accepted 95 percent word recognition criterion used
for designating the instructional reading level is re-evaluated.
A survey of the original study of Betts and Killgallon indicated
(1) that the 95 percent word recognition criterion was based on
a 41-case sample at the fourth-grade level, (2) that repetition
errors occurred most frequently and were counted as scoreable
errors, and (3) that the child read the paragraph silently first,
then orally. A sample of 178 average-achieving pupils in grades
1 to 6 was drawn. The highest reading level with a comprehension
score nearest the 70 percent cutoff level was determined for each
subject. The lowest percent of word recognition accuracy within
the limits set by the comprehension score (70 percent) was re-
corded. Mean scores were computed for each grade level and in
various combinations. The data indicated that pupils in grades
1 and 2 could tolerate on the average an 85 percent word recogni-
tion score and still maintain 70 percent comprehension. Pupils
in grades 3 through 6 could tolerate on the average 91 to 94 per-
cent word recognition score. It is suggested that the currently
used informal inventories be viewed more as a methodology with
guidelines rather than as a test instrument. A table and refer-
ences are included. (CM)

30. ED 022 632   RE 001 327
    Jan-Tausch, James
    The Learning Disabilities Teacher.
    Pub Date Apr 68
    Note--9p.; Paper presented at International Reading Association
        Conference, Boston, Mass., April 24-27, 1968.

    EDRS Price MF-$0.25 HC-$0.55

    Descriptors--Child Development Specialists, Diagnostic Teaching,
        *Handicapped, Individual Instruction, Instructional Materials,
        *Learning Disabilities, *Learning Specialists, Reading Diffi-
        culty, *Special Education, Teaching Techniques

    Identifiers--New Jersey School System

        In 1959 the New Jersey State Legislature enacted a law estab-
    lishing the position of learning disabilities specialist (LDS)
    in order to provide services to aid the classroom teacher's work
    with pupils who have handicaps or learning disabilities. The
    innovation of new instructional methods, the adaptation of new
    educational materials, and the planning of new instructional ex-
    periences are among the chief objectives. The focus is on basic
    physiological, psychological, environmental, and academic causes
    for learning disability. The efforts of the LDS are also directed
    to the prevention of learning disabilities in those children who
    give early evidence of such development. The local school super-
    intendent is responsible for the selection of the LDS; however,
    the state will reimburse the school for the cost of the special-
    ist. The functions of the learning disabilities specialist can
    be summarized as follows: (1) educational diagnostician, (2)
    consultant to the classroom teacher and the school administra-
    tion, (3) teacher for small groups of handicapped children or
    for the individual handicapped child, and (4) member of the team
    for continued child study. (WL)

31. ED 022 633   RE 001 348
    Shnayer, Sidney W.
    Some Relationships Between Reading Interest and Reading Compre-
        hension.   .
    Pub Date 26 Apr 68
    Note--10p.; Paper presented at International Reading Association
        Conference, Boston, Mass., April 24-27, 1968.

    EDRS Price MF-$0.25 HC-$0.60

    Descriptors--*Intermediate Grades, *Readability, Reading Achieve-
        ment, *Reading Comprehension, *Reading Interests, Reading Pro-
        grams, *Reading Research

The relationships between reading interest and reading compre-
hension were studied through the performances of 578 sixth-grade
students divided into seven ability groups. Each group was re-
quired to read material with readability scores two grades high-
er than the group's mean reading ability. They rated the se-
lections according to degrees of interest and answered questions
designed to measure comprehension. It was concluded that high
interest produced greater comprehension which often enabled a
child to read beyond his measured reading ability. High abili-
ty students were less affected by reading interest than low a-
bility students. Low content interest allowed more accurate
discrimination between good and poor readers than high content
interest. A reassessment of current methods of evaluating
reading ability might be necessary in order to determine if
subject responses reflect low ability or low interest. Impli-
cations for educational practice in the areas of testing and
teaching are discussed. Possible curriculum changes are sug-
gested. References are listed. (BS)

32. ED 022 634   RE 001 355
    O'Connor, William J.
    The Relationship Between the Bender-Gestalt Test and the
      Marianne Frostig Developmental Test of Visual Perception.
    Pub Date 25 Apr 68
    Note--13p.; Paper presented at International Reading Association
      Conference, Boston, Mass., April 24-27, 1968.

    EDRS Price MF-$0.25 HC-$0.75

    Descriptors--Age, Grade 1, Grade 2, Intelligence Differences,
      Perception Tests, Perceptual Development, Reading Readiness
      Tests, Relationship, Sex Differences, Socioeconomic Status,
      Test Reliability

    Identifiers--Bender Gesalt Test, Harrison Reading Readiness Test,
      Marianne Frostig Developmental Test of Visual Perception

    The relationship between the Bender-Gesalt Test was studied
    using the Koppitz Developmental Scoring System and the Marianne
    Frostig Developmental Test of Visual Perception in terms of age,
    sex, IQ, and socioeconomic status. A relationship to the Harri-
    son Reading Readiness Test was also explored. Subjects were 89
    first- and second-grade children (46 males and 43 females)
    grouped according to socioeconomic class--upper middle, lower
    middle, or lower. A relationship between low and average intel-
    ligence and test performance was noted. Lower socioeconomic
    classes gave a consistently poor performance in all test areas.

It was concluded that the two tests were measuring, to some degree, the same behavior, and, because of their low reliability, it is suggested that they be used together to test perceptual development. Both perception tests were related to the reading readiness test. Specific test variations are noted; further research is recommended. Detailed data tables are included, and references are listed. (BS)

33. ED 022 635   RE 001 357
    Moe, Alden J.   Feehan, Sister Mary Dorothy
    The Use of Videotape Recorders in the Training of Reading
       Teachers.
    Pub Date 26 Apr 68
    Note--8p.; Paper presented at International Reading Association
       Conference, Boston, Mass., April 24-27, 1968.

    EDRS Price MF-$0.25 HC-$0.50

    Descriptors--Evaluation Techniques, *Inservice Teacher Education,
       Instructional Improvement, Mechanical Teaching Aids, *Micro-
       teaching, *Reading Instruction, Reading Programs, Teaching
       Skills, *Video Tape Recordings

    The use of videotape recorders in the developmental reading
    practicum of the Experienced Teacher Fellowship Program in Read-
    ing at Clarke College, Dubuque, Iowa, is explained. Through
    microteaching, the participating teachers develop technical
    teaching skills necessary to all content areas and specific
    reading skills dealing with word analysis and comprehension.
    A videotape is made of the teacher as she teaches both small
    groups and regular classes of students. Afterward, the tape
    is viewed, discussed, and evaluated by the teacher and a super-
    visor. Subsequent revision of the lesson and reteaching re-
    sults in improved teaching methods. The equipment used in the
    program includes a video recorder, a video camera, a small
    television monitor, and a microphone. The prices of video-
    tape recorders (some under $1,500) are noted. References are
    listed. (BS)

34. ED 022 636   RE 001 364
    Massad, Carolyn Emrick
    Language-Thought Processes in Children from Differing Socio-
       Economic Levels.
    Pub Date Apr 68
    Note--11p.; Paper presented at International Reading Association
       Conference, Boston, Mass., April 24-27, 1968.

The major objectives of this study were (1) to define more
clearly "creativity" and "language aptitude," (2) to define the
relationships among creativity, language aptitude, and intelli-
gence, and (3) to clarify the role of socioeconomic level in de-
termining these relationships. The subjects were 132 sixth-
grade pupils from middle and low socioeconomic levels who were
tested to establish their intelligence, language aptitude, and
creativity. It was determined that the middle socioeconomic
group performed at a significantly higher level on all three
tests than did the low socioeconomic group. The experimental
design basic to the study was a factor analytic design. Results
indicated that children from the two different levels had dif-
ferent approaches to language tasks and different processes for
creative thought. A change in the type of problem requiring
divergent productive semantic thinking produced no change in
middle socioeconomic thought processes, but did produce a change
in the thought processes of the low socioeconomic group. Further
research is suggested. References are included. (BS)

35.   ED 022 637   RE 001 365
      McCracken, Robert A.
      Establishing Guidelines for Effective In-Service Programs in
         Reading.
      Pub Date 25 Apr 68
      Note--23p.; Paper presented at International Reading Association
         Conference, Boston, Mass., April 24-27, 1968.

"Developmental growth" and "average" are two concepts that can
be recognized in teachers as well as in students. Inservice
teacher training programs must be planned to allow for individual
abilities and individual growth. A carefully structured program
will (1) fit the program to the personnel, (2) extend over a long
time period, (3) have instructors who are at different levels of
professional competence, (4) provide support and challenge for

for participants, (5) conduct exemplary meetings and seminars, (6) demonstrate with children, (7) mix teachers from several schools, (8) encourage teacher individuality, and (9) make professional materials available. Local IRA groups can offer such programs even more effectively than colleges because of the time limit and external motivation of an outside institution. One NDEA Reading Institute is described in detail, and excerpts from participant responses are quoted. References are included. (BS)

36. ED 022 638   RE 001 372
    Strengthening Reading Services Through Increasing Provisions for
        Elementary Reading Centers.
    Milwaukee Public Schools, Wis. Div. of Curriculum and Instruc-
        tion.
    Pub Date 67
    Note--29p.

    EDRS Price MF-$0.25 HC-$1.55

    Descriptors--Academic Achievement, *Culturally Disadvantaged,
        *Reading Centers, Reading Consultants, Reading Diagnosis,
        Reading Materials, Reading Skills, *Remedial Reading, *Re-
        tarded Readers, Student Attitudes

    Identifiers--Elementary and Secondary Education Act, Title I,
        Milwaukee Public Schools

    The purpose of this project was to strengthen and extend read-
    ing services by increasing elementary school reading centers in
    the culturally disadvantaged areas of Milwaukee. A basic tenet
    of the program was the belief that continuous growth in reading
    ability is necessary for good academic progress. Besides fur-
    nishing plentiful reading materials, the centers offered remedial
    services to slow readers and attempted to develop in them confi-
    dence in their ability to read and enjoy books. Fifteen schools,
    located in highly populated, culturally disadvantaged areas and
    1,005 slow reading pupils participated. Two distinct research
    designs were used in the evaluation. The first consisted of a
    test-retest approach to note changes in reading skills and pupil
    attitudes. The second, based on a random sampling of children
    from all the city's reading centers, measured long term gains.
    The results indicated reading achievement gains among the ex-
    perimental subjects which exceeded those of the test norm group.
    Student attitudes toward school changed very little. A positive
    change was found in the specific area of reading, and the data
    suggest that the centers were of real value to retarded readers.
    (WL)

37. ED 022 639   RE 001 374
    Rankin, Paul T., Jr.
    Evaluation of the Basic Reading Demonstration Project, 1966-67.
    Detroit Public Schools, Mich.
    Pub Date Apr 68
    Note--38p.

    EDRS Price MF-$0.25 HC-$2.00

    Descriptors--Basic Reading, *Beginning Reading, *Educationally
       Disadvantaged, Initial Teaching Alphabet, Inner City, Linguis-
       tics, Nonprofessional Personnel, Phonics, *Primary Grades,
       *Reading Achievement, Reading Instruction, Reading Programs,
       *Teacher Aides

    Identifiers--Elementary and Secondary Education Act, Title I

       A study was conducted to determine the effectiveness of six
    approaches to beginning reading instruction (basal, linguistic,
    phonic, programed reading, i/t/a/, and unifon) in schools serving
    educationally disadvantaged children and to determine the effec-
    tiveness of lay aides in project classrooms. Subjects were ap-
    proximately 4,000 pupils in primary one and two classes of 19
    inner city Detroit public schools. The means and standard de-
    viations of achievement and aptitude test scores were computed
    for each experimental treatment group. Teacher evaluations of
    lay aides' services were analyzed by response frequency distri-
    butions. Test results indicated that, with few exceptions, the
    reading achievement means for all treatment groups were below
    grade level in terms of national norms. With primary two pupils,
    i/t/a followed by the basal approach to reading instruction pro-
    duced the highest mean achievement scores. Teachers' responses
    indicated that lay aides provided valuable classroom assistance.
    No conclusions regarding the relative effectiveness of the various
    methods of reading instruction can be drawn until June 1968 achieve-
    ment test scores are available. Brief descriptions of the six
    teaching methods used in the experiment are included in an ap-
    pendix. (BS)

38. ED 022 640   RE 001 383
    Sequential Levels of Reading Skills, Prekindergarten--Grade 12.
    New York City Board of Education, Brooklyn, N. Y.
    Report No--CB-4
    Pub Date 68
    Note--59p.
    Available from--Board of Education of the City of New York,
       Publications Sales Office, 110 Livingston St., Brooklyn, N. Y.
       11201 ($2.00)

44

EDRS Price   MF-$0.50   HC Not Available from EDRS.

Descriptors--Content Reading, *Curriculum Guides, *Elementary
  Grades, Functional Reading, *Preschool Chilren, Reading Com-
  prehension, *Reading Skills, *Secondary Grades, Sequential
  Reading Programs, Study Skills, Word Study Skills

This guide is designed to help teachers, staff members respon-
sible for teacher training, and reading supervisors provide
better reading instruction. The skills that lead to mature
reading are arranged on eight levels of developmental sequence.
Level A is concerned with developing prereading skills. Levels
B to D treat initiating and developing basic reading skills;
levels E to H stress extending, refining, and applying reading
skills. Within each level, these skills are grouped in rela-
tion to the development of word power, recognition and inter-
pretation of meaning, and work-study skills. Arrangement by
level of difficulty rather than by grade level should encourage
individualized instruction. The application of each skill to
practical reading experiences in various curriculum areas and
in functional situations in and out of the classroom is empha-
sized. Skills that help the reader develop appreciation of
literary excellence are not included. A short overview of the
levels of reading skills is given, and specific suggestions for
skill application are noted. (BS)

39. ED 022 641   RE 001 390
     Plessas, Gus P., Comp.
     Sources of Reading Research--An Annotated Bibliography.
     International Reading Association, Newark, Delaware.
     Report No--IRA-AB-9
     Pub Date 65
     Note--7p.
     Available from--International Reading Association, 6 Tyre Avenue,
       Newark, Delaware 19711 (50 cents to members, 75 cents to non-
       members).

Document Not Available from EDRS.

Descriptors--*Annotated Bibliographies, Bibliographies, *Informa-
  tion Sources, Periodicals, *Professional Personnel, *Reading
  Research, Reference Books, Scholarly Journals

This annotated bibliography is composed of 39 citations ranging
in date from 1924 to 1964. Its divisions include Standard Refer-
ences, Journals and Periodicals, and Bibliographies and Summaries.

Titles grouped under Standard References are primary or general sources. Those listed under Journals and Periodicals are regular or annual summaries; those listed under Bibliographies and Summaries are occasional or single sources which often deal with special areas of reading research. Entries in the first two divisions are arranged alphabetically according to title. Bibliographies and summaries are arranged alphabetically according to author or publication source. Listings include books, journal articles, monographs, and microfilm material. (BS)

40. ED 022 642   RE 001 393
    Durr, William K.   And Others
    Helping Your Child Grow in Reading.
    International Reading Association, Newark, Delaware.
    Note--21p.
    Available from--International Reading Association, 6 Tyre Avenue,
       Newark, Delaware 19711 ($1.00 to members, $1.25 to nonmembers).

    Document Not Available from EDRS.

    Descriptors--Family School Relationship, *Parent Participation,
       *Parent Role, Readiness, *Reading Development, Reading Pro-
       grams, Reading Skills

       This booklet is addressed to parents. The topics discussed are
    (1) the importance of reading, (2) the nature of reading, (3)
    reading in today's school, (4) preparing your child for reading,
    and (5) helping your child grow in reading. The general objec-
    tives are to inform the parent of the nature of reading and read-
    ing programs, to clarify the parent's role in the reading process,
    and to offer suggestions regarding the steps parents can take to
    help their children's progress in reading. (WL)

41. ED 022 643   RE 001 394
    Spitzer, Lillian K., Comp.
    Selected Materials on the Language-Experience Approach to Read-
       ing Instructions--An Annotated Bibliography.
    International Reading Association, Newark, Delaware.
    Report No--IRA-AB-13
    Pub Date 67
    Note--16p.
    Available from--International Reading Association, 6 Tyre Avenue,
       Newark, Delaware 19711 (50 cents to members, 75 cents to non-
       members).

    Document Not Available from EDRS.

Descriptors--*Annotated Bibliographies, Educational Philosophy,
    Instructional Materials, *Language Experience Approach, *Pro-
    fessional Personnel, *Reading Instruction, Reference Materials,
    Self Expression, Teaching Techniques, Written Language

This annotated bibliography is composed of 103 citations rang-
ing in date from 1940 to 1966. Its divisions include References
and Research, Practices and Ideas, Practices and Ideas for Writ-
ten Expression, and Teaching Materials. Titles grouped under
References and Research are materials which explain the approach
and its philosophy. Those listed under Practices and Ideas con-
tain suggestions on many aspects of the approach, and citations
listed under Practices and Ideas for Written Expression empha-
size self-expression through writing. Entries include books,
journal articles, monographs, and conference proceedings and are
arranged alphabetically according to author within each category.
Short introductory remarks by the compiler are included before
the divisions. (BS)

42. ED 022 644   RE 001 404
     Potter, Thomas C.
     A Taxonomy of Cloze Research, Part I: Readability and Reading
        Comprehension.
     Southwest Regional Educational Lab., Inglewood, Calif.
     Spons Agency--Office of Education (DHEW), Washington, D. C.
        Bureau of Research.
     Bureau No--BR-6-2865
     Pub Date 1 Jun 68
     Contract--OEC-4-7-062865-3073
     Note--52p.
     Available from--Southwest Regional Laboratory for Educational
        Research and Development, 11300 La Cienega Blvd., Inglewood,
        Calif. 90304.

Document Not Available from EDRS.

Descriptors--*Cloze Procedure, Communication (Thought Transfer),
    Measurement Techniques, Readability, Reading Comprehension,
    *Reading Research, *Taxonomy, Test Reliability, Test Validity

General information about the cloze technique and summaries of
experiments with adults and children in which it was used are
presented. Results indicated that the most valid and reliable
cloze test for measuring passage difficulty is one in which (1)
an every nth mechanical mutilation system is used, (2) not more
than 20 words in every 100 are deleted, (3) passage length is at
least 250 words, (4) at least 50 words are deleted in order to

insure adequate sampling of passages, and (5) the exact word
deleted is indicated as the most useful and efficient scoring
criteria. It was also indicated (1) that deletion ratios of
1.10 and 1.12 in longer passages may be valid for certain pur-
poses, (2) that scoring systems other than the exact word
(synonym, form class) provide less interscorer reliability and
require more time, and (3) that the separate scoring of form
classes or content and function words may provide specific in-
formation for specialized purposes. Further research is recom-
mended. A bibliography is included. (BS)

43. ED 022 645   RE 001 405
     Hahn, Harry T.
     Teaching Reading and Language Skills in Grades Two and Three.
     Michigan State Univ., Rochester. Oakland Univ.
     Spons Agency--Office of Education (DHEW), Washington, D. C.
       Bureau of Research.
     Bureau No--BR-5-0573
     Pub Date May 68
     Contract--OEC-6-10-202
     Note--116p.

     EDRS Price MF-$0.50 HC-$5.90

     Descriptors--*Basic Reading, *Beginning Reading, Composition
       Skills (Literary), *Initial Teaching Alphabet, Language Arts,
       Language Development, *Language Experience Approach, *Primary
       Grades, Reading Achievement, Reading Comprehension, Spelling,
       Vocabulary Development

     The Oakland County, Michigan, first-grade study of the effective-
ness of three approaches to beginning reading was extended to the
second and third grades to investigate differences in their effects
on reading and related language development. Each of 11 research
teams chose three classrooms which used either the Initial Teach-
ing Alphabet approach (i/t/a), the language experience approach
(LE), or the basal reader approach (BR). Participating teachers
were assisted by preschool conferences, biweekly meetings, super-
vision, and consultant services. Data on pupil achievement in
reading and related language development were gathered from
standardized test scores, reading records, oral and written
compositions, and scores on a test of creative thinking. Results
showed that the academic achievement of the i/t/a and LE groups
equalled that of the BR group. The i/t/a group scored highest on
spelling and word study. The LE group was superior to the BR
group on word recognition, spelling, and paragraph comprehension.
The LE and i/t/a groups read more books than the BR group, but

the BR group had better knowledge of the mechanics of English usage. Differences between the i/t/a and LE groups were negligible. Differences in vocabulary development were inconclusive, and differences in creativity were negligible for the three groups. Appendixes and a bibliography are included. (NS)

44. ED 022 646   RE 001 408
Rothrock, Dayton G.
A Workshop in Reading Research.
McPherson Coll., Kans.
Spons Agency--Office of Education (DHEW), Washington, D. C.
    Bureau of Research.
Bureau No--BR-6-8483
Pub Date 15 Jul 66
Grant--OEG-3-6-068483-1213
Note--21p.

EDRS Price MF-$0.25 HC-$1.15

Descriptors--*Action Research, *Beginning Teachers, Inservice
    Education, *Reading Research, Research Methodology, Research
    Tools, Research Utilization, *Specialists, *Summer Workshops,
    Teacher Workshops

A 1-week workshop in reading research was held at McPherson College, Kansas, for 101 beginning teachers of reading and reading specialists to help them understand reading research literature and to encourage involvement in research. The workshop included lectures by authorities in the field, discussion periods, field trips to local summer reading programs, and reports by visiting researchers. The areas covered in discussion were research design in reading, needed research in reading, research on the diagnosis and remediation of reading disabilities, the gifted child in reading, television and reading interests of children, and success in beginning reading. An elementary statistics quiz and an attitude survey on reading research were conducted. Results showed that the participants had little background in elementary statistics and research and that their attitudes toward reading research were changed considerably by the workshop. They were convinced that research is not just for graduate work and that the new approaches to reading instruction and the use of reading machines are not adequately supported by research. A working syllabus is included. (NS)

45. ED 022 647   RE 001 410
Vilscek, Elaine C.   Cleland, Donald L.

Two Approaches to Reading Instruction. Final Report.
Pittsburgh Univ., Pa.
Spons Agency--Office of Education (DHEW), Washington, D. C.
   Bureau of Research.
Report No--PROJ-3195
Bureau No--BR-5-0589
Pub Date Jun 68
Contract--OEC-6-10-133
Note--216p.

EDRS Price MF-$1.00 HC-$10.90

Descriptors--Basic Reading, Language Development, *Language
   Experience Approach, *Language Research, Mental Development,
   *Primary Grades, Reading Achievement, Sex Differences, Socio-
   economic Status, *Teaching Methods

The extended effects of two instructional approaches, the Co-
ordinated Basal Language Arts Approach and the Integrated Ex-
perience Approach to Communication, on pupils' language develop-
ment at the second- and third-grade levels were investigated.
Original subjects were 669 first graders who were pretested for
readiness and intelligence. Of these, 396 second graders and
351 third graders were available for the final analysis. A
2x3x2 factorial design was used to test the effects of method,
socioeconomic level, and sex, and the effects of method, mental
age levels, and sex. Results indicated (1) higher second-year
mean scores for pupils in the Integrated Experience Approach to
Communication than for those in the Coordinated Basal Language
Arts Approach, (2) a wider range of third-year raw scores and
standard deviations for pupils in Integrated Experience Approach
but no significant difference between methods, (3) a direct re-
lationship between second- and third-year achievement and socio-
economic level and mental age, and (4) a distinct second- and
third-year advantage in language areas of girls over boys. (BS)

46. ED 022 648   RE 001 412
     Jenkinson, Marion D.
     Cognitive Processes in Reading: Implications for Further Re-
        search and Classroom Practice.
     Pub Date 26 Apr 68
     Note--20p.; Paper presented at International Reading Association
        Conference, Boston, Mass., April 24-27.

     EDRS Price MF-$0.25 HC-$1.10

Descriptors--Cognitive Development, Cognitive Measurement, *Cognitive Processes, Comprehension Development, Critical Reading, Critical Thinking, Measurement Instruments, *Reading Research, *Research Methodology, *Teaching Techniques

The lack of existing research on the cognitive processes in reading is discussed. The definition of cognitive processes, appropriate measuring instruments, concensus concerning the activity to be measured, and problems inherent in the materials and the reader are cited as limitations that are responsible for a shortage of research. Implications for classroom practice based on what research has been done are noted as follows: (1) aptitudes, attitudes, and abilities which will mature into basic cognitive abilities must be developed, (2) a systematic, sequential development process must be used, (3) judgment must be cultivated, (4) the ability to recognize relevant and irrelevant statements must be refined, (5) different thinking modes must be developed, (6) teacher means of eliciting comprehension must be expanded to include depth questions, outlining, summarizing, precis writing, and student-formulated questions, and (7) constant attention must be given to the development of each skill. Further research is recommended. References are cited. (BS)

47. ED 022 649   RE 001 415
Olsen, H. C.
Linguistic Principles and the Selection of Materials.
Pub Date Apr 68
Note--11p.; Paper presented at International Reading Association Conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-$0.25 HC-$0.65

Descriptors--*Criteria, Graphemes, Individual Differences, *Instructional Materials, Intonation, *Linguistics, Morphemes, Phonemes, *Reading, *Reading Material Selection, Structural Analysis

The use of linguistic principles in selecting reading materials is relatively recent. Several years ago at Wayne State University, over 200 principles were identified as possible criteria for the selection of materials. About 50 of these were linguistic principles, some of which conflicted with the others. Descriptive linguistics seems, at present, to bear the greatest relevancy to the teaching of reading, although this may change as transformational grammar develops. Five examples of descriptive linguistic criteria follow: (1) What provision is made for controlling grapheme-phoneme correspondence? (2) What focus is

there in the materials on words per se?   (3) Do the reading materials assume a single "correct" English?   (4) Do the reading materials contain the common language structures of oral language?   (5) Do the reading materials relate punctuation to intonation? For selectors to make wise choices, they must be aware not only of the whole range of principles, but also of the circumstances of given situations. (WL)

48. ED 022 650   RE 001 419
     Sparks, J. E.
     A State Legislates Improvement in Reading and the Miller-Unruh
       Act.
     Pub Date 25 Apr 68
     Note--15p.; Paper presented at International Reading Association
       Conference, Boston, Mass., April 24-27, 1968.

     EDRS Price MF-$0.25 HC-$0.85

     Descriptors--Corrective Reading, *Educational Legislation, *Primary Grades, *Reading Diagnosis, Reading Difficulty, Reading Improvement, *Remedial Reading, State Legislation, *State Programs

     Identifiers--Miller Unruh Reading Act

     The state's role in reaching instruction improvement in California is illustrated by the Miller-Unruh Reading Act of 1965 which aims to prevent and correct reading disabilities at the elementary school level and to provide funds and services for special reading instruction. It requires that the Stanford Reading Test be given in May each year to children in the primary grades in all school districts of California. Funds and services should be awarded on the basis of greatest need and least financial ability. Reading specialists must be nominated and must pass an examination on reading instruction and theories for certification. The different school systems, the initiation of crash programs, the adoption of phonics-oriented textbooks, statewide interest in reading instruction, the improvement and growth of college reading courses, the improvement of reading instruction, awareness of individual differences and needs, and the availability of funds to needy schools are discussed in relation to the act. (NS)

49. ED 022 651   RE 001 433
     Courtney, Brother Leonard
     Are We Really Improving Reading in the Content Field?

Pub Date 27 Apr 68
Note--19p.; Paper presented at International Reading Association
   Conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-$0.25 HC-$1.05

Descriptors--*Content Reading, Factual Reading, Interpretive
   Reading, Readability, *Reading Comprehension, Reading Improve-
   ment, *Reading Instruction, *Reading Skills, *Study Skills

Studies representative of research in content area reading
provide extensive but inconclusive evidence of the extent and
effectiveness of reading in the content areas. Some of the
studies reviewed in this paper illustrate gains made through
special instruction in reading in the content areas. They point
up the need to integrate reading instruction with subject matter
and suggest that the content area teachers are best equipped to
teach the reading and study skills needed in their respective
content areas. The other studies cited are attempts to examine
the relationship between general and special reading abilities,
the readability of instructional materials used in the content
areas, and the efforts made in the language arts to improve con-
tent area reading. There is need for better research in teacher
training, in relating subject matter objectives to reading ob-
jectives, in providing adequate materials, in grouping for in-
struction, in the assessment of outcomes, and in the development
of guidelines for administration and supervision of content area
reading programs. A list of references is included. (NS)

50. ED 022 652   RE 001 437
   Beery, Althea
   Factors of the Reading Process and Their Implementation in the
      Total School Curriculum.
   Pub Date 23 Apr 68
   Note--8p.; Paper presented at International Reading Association
      Conference, Boston, Mass., April 23-27, 1968.

   EDRS Price MF-$0.25 HC-$0.50

   Descriptors--Administrator Attitudes, Critical Reading, Environ-
      mental Influences, Interpretive Reading, Perception, *Reading
      Comprehension, Reading Development, *Reading Instruction,
      *Reading Processes, Teacher Attitudes, *Word Recognition

   The methods of reading instruction used and the emphasis given
   reading within the total elementary school program depend on the
   attitudes of the school administrators and the teaching personnel.

While reading is commonly defined as a decoding process, it is
actually a complex process of word recognition, comprehension,
critical or evaluative reaction to what is read, and fusion of
newly acquired knowledge with previous knowledge and experience.
Each of these components of the reading process is discussed.
Other factors inherent in the learner or in the learning situa-
tion which influence reading success are mentioned briefly.
Among these are the teacher, the home environment, the school
atmosphere, and opportunities to read and freedom to choose
one's books. Oral language facility and the ability to listen
with understanding are prerequisites to success in reading and
should be developed early in the child through careful guidance,
appropriate learning materials, and experiences which encourage
him to inquire, to discover, and to create. (NS)

51. ED 022 653   RE 001 438
    Desberg, Peter   Berdiansky, Betty
    Word Attack Skills: Review of Literature.
    Southwest Regional Educational Lab., Inglewood, Calif.
    Spons Agency--Office of Education (DHEW), Washington, D. C.
      Bureau of Research.
    Report No--TR-3
    Bureau No--BR-6-2865
    Pub Date 1 June 68
    Contract--OEC-4-7-062865-3073
    Note--112p.
    Available from--Southwest Regional Laboratory for Educational
      Research and Development, 11300 La Cienega Blvd., Inglewood,
      Calif. 90304.

    Document Not Available from EDRS.

    Descriptors--Basic Reading, *Elementary Grades, Graphemes, Initial
      Teaching Alphabet, *Instructional Materials, Linguistics, Ortho-
      graphic Symbols, Perception, Phonemes, Phonics, Pronunciation,
      *Reading Programs, *Research Reviews (Publications), *Word
      Recognition

    The literature dealing with the identification process in be-
    ginning reading is surveyed. The first major section presents
    a review of the basal, Language Experience Approach, Phonic Word
    Method, linguistic, and i/t/a programs. Questions are raised
    about the empirical investigation of the subject matter and the
    instructional procedures used in these approaches. The second
    major section reviews reports of current word attack research
    designed to determine the stimulus units (cues) to which the
    reader attends and the identification techniques he utilizes in

the word attack process. Linguistic hypotheses, presented through a collaboration of linguists, psychologists, and educators, are checked for their efficiency in reading acquisition. Areas of suggested research include (1) a systematic study of the English language to determine an explicit subject matter, (2) the use of an interdisciplinary approach, and (3) further investigation of the stimulus units to which the beginning reader attends. An extensive bibliography of beginning reading mechanics literature is included. (Author/RT)

52. ED 022 654   RE 001 439
    Ikenberry, Stanley O.   And Others
    Effects of Reading, Study Skills Improvement, and Reduced Credit
        Load on Achievement and Persistence of Failure Prone College
        Freshmen: A Pilot Study.
    West Virginia Univ., Morgantown.
    Spons Agency--Office of Education (DHEW), Washington, D. C.
        Bureau of Research.
    Report No--CRP-S-259
    Bureau No--BR-5-8175
    Pub Date Nov 66
    Contract--OEC-5-10-312
    Note--84p.

    EDRS Price MF-$0.50 HC-$4.30

    Descriptors--Academic Aptitude, *Achievement Gains, *College
        Freshmen, *Dropout Rate, Reading Centers, Reading Improvement,
        Reading Research, *Reading Skills, *Study Skills

        The effect of training in reading-study skills and reduction of the academic credit load on the probability of academic success and the reduction of withdrawal rates for marginal college students was investigated. Subjects were 330 students, selected from the 1964-65 freshman class of West Virginia University, who had a predicted grade point average of 1.99 and below (on a 4.0 scale). Criterion measures included cumulative grade point averages, student grades converted to standard score basis, and student withdrawal rate per semester. Subjects were randomly assigned to four groups: (1) a reading-study skills class with reduced credit load, (2) a reading-study skills class with no reduction in credit load, (3) a reduced load with no special class, and (4) a control group with no special class and no reduction in credit load. At the close of the first semester each of the criterion measures showed a significant difference in favor of those groups taking the course. Significant interaction effects between the special course and the reduced load treatment were also shown.

The group with only the reduced load treatment achieved at a
level below the other three groups and had the highest rate of
withdrawals. A bibliography and appendixes are included.
(Author/WB)

53. ED 022 655   RE 001 440
     Appalachian Reading Survey.
     Pennsylvania State Univ., University Park.
     Pub Date Jun 68
     Note--50p.

     EDRS Price MF-$0.25 HC-$2.60

     Descriptors--Changing Attitudes, *Culturally Disadvantaged,
        Economically Disadvantaged, Grade 4, Grade 7, *Program Evalua-
        tion, *Reading Improvement, Reading Materials, *Reading Pro-
        grams, Reading Research, Rural Schools, Student Attitudes,
        Teacher Education, Urban Schools

     Identifiers--Elementary and Secondary Education Act, Title I,
        Northern Appalachia

     The impact of ESEA Title I programs on reading competencies of
     elementary and secondary students in Northern Appalachia was ex-
     amined. Fourth- and seventh-grade reading programs were assessed
     through samples taken from 74 different schools involving 1,429
     students in 16 school districts within the Northern Appalachia
     area of Maryland, Ohio, Pennsylvania, and West Virginia. Diver-
     gent environments were represented. Research procedure included
     (1) pretesting and post-testing with Gates Reading Survey and
     an especially designed Reading Attitude Inventory, (2) on-site
     classroom observations, (3) interviews with teachers, students,
     and administrators, and (4) examination and cataloging of ma-
     terials purchased as well as techniques used in their classroom
     implementation. Findings, conclusions, and implications of the
     research are listed. (WB)

54. ED 022 656   RE 001 441
     Hardyck, Curtis D.
     The Effect of Subvocal Speech on Reading. Final Report.
     California Univ., Berkeley.
     Spons Agency--Office of Education (DHEW), Washington, D. C.
        Bureau of Research.
     Report No--PROJ-3256

Descriptors--Adults, College Students, Feedback, High School Stu-
  dents, *Inner Speech (Subvocal), Instrumentation, Readability,
  *Reading Ability, Reading Materials, Silent Reading

The development of reading ability and the nature of reading
processes after the ability has been developed were investigated.
A theoretical model of reading ability development was system-
atically tested by investigating the importance of muscular and
auditory feedback in the initial stages, by investigating the re-
lationship of vocalization and subvocalization to the difficulty
level of reading material, and by evaluating an effective tech-
nique for the elimination of subvocalization in adults. Two
experiments allowing specific testing of theoretical predictions
were performed on college students. Following these, a study
was undertaken on high school students. It was found that sub-
vocalization was more prevalent when difficult materials were
read and that it could be eliminated when nondemanding material
was read. High school students did not respond to treatment as
did college students, nor was the treatment as lasting. Non-
reverters scored higher on IQ and reading tests and required
fewer treatments. References are included. (JB)

55.   ED 022 657   RE 001 443
      Mackintosh, Helen K., Ed.
      Current Approaches to Teaching Reading.
      National Education Association, Washington, D. C. Kindergarten
        and Nursery Education.

      Descriptors--Basic Reading, *Beginning Reading, *Elementary
        Grades, Individualized Programs, Initial Teaching Alphabet,
        Language Experience Approach, Linguistics, Phonics, *Reading
        Instruction

Eight approaches to the teaching of elementary reading are
described briefly. The Executive Committee of the Department
of Elementary-Kindergarten-Nursey Education of the National
Education Association selected the approaches to be discussed.
They include (1) Language Experience Approach by R. V. Allen,
(2) Phonic Approach by Charles E. Wingo, (3) Basal Reading
Series by A. Sterl Artley, (4) Individualized Approach by Wil-
lard C. Olson, (5) Multilevel Reading Instruction by Don H.
Parker, (6) Initial Teaching Alphabet by Sir James Pitman, (7)
Words in Color by Dorothea E. Hinman, and (8) Linguistics in
Beginning Reading by Charles C. Fries. These statements pro-
vide a spectrum of current thinking and discussion in the field
of reading and offer an opportunity for teachers, curriculum
committees, college and university teachers and students, and
other groups and individuals to examine these approaches within
a common framework. References are included. (Author/RT)

56. ED 022 658   RE 001 449
    Cooper, Minna   And Others
    Developmental Reading in Social Studies; the Local Community:
       Long Island and New York City. A Guide for Teachers, Grade 7,
       Revised.
    Sewanhaka Central High School District Number 2, Nassau County,
       N. Y.
    Pub Date 64
    Note--63p.

    EDRS Price MF-$0.50 HC-$3.25

    Descriptors--Comprehension, Content Reading, Critical Thinking,
       *Curriculum Guides, *Developmental Reading, Directed Reading
       Activity, *Grade 7, *Social Studies, Study Skills, Vocabulary
       Development

    This guide is designed to provide seventh-grade social studies
    teachers with materials needed to present instruction in reading
    skills and to teach those facts, concepts, and attitudes which
    are the aim of social studies education. Entries on the subject
    of Long Island and New York City are arranged by topic, and ma-
    terial within each topic is arranged according to two texts:
    "Living in New York" by Flierl and Urell, to be used with modi-
    fied classes, and "New York: The Empire State" by Ellis, Frost,
    and Fink, to be used with honors and average classes. To pro-
    mote the development of comprehension, vocabulary, critical
    thinking, and study skills, the guide presents exercises in cate-
    gorizing, reading for main ideas and supporting details, organi-
    zation, and map-reading. Questions are designed to evaluate the

students' mastery of these skills and of content subject matter.
Some questions are designed to cover collateral chapters in the
two books. (RT)

57. ED 022 659   RE 001 450
    Cooper, Minna   And Others
    Developmental Reading in Social Studies; Westward Expansion and
       Transportation in New York State. A Guide for Teachers, Grade
       7, Revised.
    Sewanhaka Central High School District Number 2, Nassau County,
       N. Y.
    Pub Date 64
    Note--44p.

    EDRS Price MF-$0.25 HC-$2.30

    Descriptors--Ability Grouping, Comprehension Development, *Con-
       tent Reading, Critical Thinking, *Curriculum Guides, *Develop-
       mental Reading, Directed Reading Activity, *Grade 7, Map
       Skills, *Social Studies, Study Skills, Vocabulary Development

    This guide is designed to provide seventh-grade social studies
teachers with materials needed to present instruction in reading
skills and to teach those facts, concepts, and attitudes which
are the aim of social studies education. Entries on the subject
of westward expansion and transportation in New York State are
arranged by topics, and material within each topic is arranged
according to two texts: "Living in New York" by Flierl and Urell,
to be used with modified classes, and "New York: The Empire
State" by Ellis, Frost, and Fink, to be used with honors and
average classes. The guide presents exercises to promote the
development of vocabulary, comprehension, critical thinking, and
map skills. Questions are designed to evaluate the student's
mastery of these skills and of content subject matter. Some ques-
tions are designed to cover collateral chapters in the two texts
and are so identified. (RT)

58. ED 022 660   RE 001 452
    Cooper, Minna   And Others
    Developmental Reading in Social Studies; Early New York History:
       Settlement to Statehood. A Guide for Teachers, Grade 7, Re-
       vised.
    Sewanhaka Central High School District Number 2, Nassau County,
       N. Y.
    Pub Date 64
    Note--97p.

EDRS Price MF-$0.50 HC-$4.95

This guide is designed to provide seventh-grade social studies
teachers with materials needed to present instruction in reading
skills and to teach those facts, concepts, and attitudes which
are the aim of social studies education. Entries on the subject
of early New York history are arranged by topic, and material
within each topic is arranged according to two texts: "Living
in New York" by Flierl and Urell, to be used with modified
classes, and "New York: The Empire State" by Ellis, Frost, and
Fink, to be used with honors and average classes. The guide
presents exercises to promote the development of comprehension,
vocabulary, critical thinking, and study skills. Questions are
designed to evaluate the student's mastery of these skills and
of content subject matter. Some questions are designed to cover
collateral chapters in the two texts and are so identified. (RT)

A 2-year continuation of one of the 27 U. S. Office of Education
First Grade Reading Studies is reported. Students in the linguis-
tics approach were initially taught to read using the experimental
edition of "A Basic Reading Series Developed upon Linguistic Prin-
ciples" by Charles C. Fries and others. Students in the basal
reader approach were initially taught to read using the "New Basic

Readers" (sixties edition) by Scott, Foresman. Data were analyzed by total treatment, ability score level, and sex. When the two treatment groups were considered as a whole and when performance on all of the criterion measures was considered, neither of the two approaches proved more effective at the end of grades 2 and 3. Although significant differences were found for some of the subskills in reading or related areas, neither of the approaches demonstrated superior performance in all aspects of the reading process. At the end of grade 2, students in the basal reader treatment showed significantly superior achievement in word study skills, spelling, and oral reading accuracy. At the end of grade 3, students in the linguistic group showed superior performance in the rate of oral reading and number of words used in written compositions. (Author/WB)

60. ED 022 662   RE 001 460
Hayes, Alfred S.   Buckingham, Hugh W.
Inventory of Projects and Activities in Reading and English,
   Number 3.
Center for Applied Linguistics, Washington, D. C.
Pub Date Aug 68
Note--81p.

EDRS Price MF-$0.50   HC-$4.15

Descriptors--Audiovisual Aids, English Instruction, *English
   Programs, *Information Dissemination, *Language Arts, Linguis-
   tics, Reading Instruction, Reading Materials, *Reading Pro-
   grams, Reading Research

In an effort to coordinate information flow, a third inven-
tory of British and American projects and activities in reading
and English is presented. Entries are arranged alphabetically
according to state or country and are identified as to study
population level. There is also a topical index and an alpha-
betical listing of researchers. Reported information includes
abstracts of (1) action projects seeking to exploit linguistic
science and related fields, (2) projects seeking to explore ways
of handling the special language problems of speakers of non-
standard English, (3) schoolbased comparative experiments in
teaching beginning and remedial reading, (4) studies of language
arts and English curricula with a view to modification and re-
vision, (5) projects to prepare new teaching materials and/or
tests in reading and English, and (6) projects to exploit audio-
visual aids. Included are an evaluation form, project report
sheet, and references. (WB)

61. ED 023 535   RE 001 250
    Henderson, Edmund H.   Long, Barbara H.
    Some Correlates of Reading Readiness among Children in Varying
        Background.
    Note--9p.

    EDRS Price MF-$0.25 HC-$0.55

    Descriptors--Caucasian Students, *Childhood Attitudes, Early
        Experience, Emotional Development, Negro Students, Perceptual
        Motor Learning, *Personality Studies, *Reading Readiness,
        Socioeconomic Status

    Identifiers--Childrens Self Social Constructs Test, Metropolitan
        Readiness Test

        The relationships between noncognitive factors and reading readi-
    ness in elementary school child were studied. One hundred and
    ninety-two entering first graders (half Negro, half white; half
    boys, half girls) were selected in two rural Southern counties
    at the initial stages of a desegregation program. The socio-
    economic level of the groups was controlled so that half of each
    group belonged in grades 6 and 7 and half belonged in grades 1
    through 5. The Metropolitan Readiness Test and the Children's
    Self-Social Constructs Test (preschool form) were given within
    the first few weeks of school. After 6 weeks, teachers were
    asked to rate all subjects on 24 bipolar dimensions of class-
    room behavior including follows directions and talks to other
    children. Intercorrelational analysis based on the total sample
    indicated a high relationship between readiness and eight of the
    17 variables. Among the eight, preschool education, teachers'
    ratings, and age were the best predictors. Among the other sig-
    nificant relationships were distance from teacher, realism for
    size, and preference for mother. The data seem to indicate that
    meaningful social experience is as important as training in de-
    coding skills for reading readiness. References are given. (WL)

62. ED 023 536   RE 001 257
    Ellson, Douglas G.
    A Report on Programed Tutoring.
    Pub Date 24 Apr 68
    Note--20p.; Paper presented at International Reading Association
        conference, Boston, Massachusetts, April 24-27, 1968.

    EDRS Price MF-$0.25 HC-$1.10

Descriptors--Cooperative Teaching, Elementary School Students, Individual Instruction, Part Time Teaching, *Programed Tutoring, *Program Evaluation, *Reading Instruction, Teacher Aides, Teaching Methods, Test Interpretation

The paraprofessional who is a programed tutor can make a significant contribution to the teaching of reading as a technician whose duties and responsibilities are carefully limited and defined. Tutors are usually housewives with at least a high school education. They are required only to judge the correctness of reading responses and the acceptability of question answers. During the development of programed tutoring, more than 3,000 children have been tutored in about 60 schools. There are now 10 operational programs designed to teach the basic reading skills. Research indicates that programed tutoring used as a supplement to regular classroom teaching is more effective than either method alone. The results of a recent field test comparing programed tutoring and directed tutoring in which the subjects were 120 first-grade students in 20 Indianapolis schools suggest that programed tutoring, in its present form, utilized twice daily in 15-minute sessions as a supplement to conventional classroom instruction can significantly improve reading achievement. However, further research is needed to discover the conditions under which programed tutors make significant contributions to learning. Their degree of effectiveness finally must be evaluated by the performance of the children they teach. (BS)

63. ED 023 537   RE 001 312
Levine, Jane B.
The University of Pennsylvania Dyslexia Information Center.
Pub Date 26 Apr 68
Note--8p. Paper presented at International Reading Association conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-$0.25 HC-$0.50

Descriptors--Annotated Bibliographies, *Dyslexia, *Information Centers, Information Dissemination, *Information Sources

A systematic search is necessary in order to pull together a complete bibliography on dyslexia because the literature is divided among several quite different disciplines, notably medicine, education, and psychology. If the results of this search are shared, time will be saved and the general quality of research efforts will improve. The Reading Clinic of the University of Pennsylvania has produced an annotated bibliography which will be published in 1968. The bibliography will contain some

500 articles through 1965 from the entire spectrum of professions dealing with dyslexia and severe reading disabilities and will include articles from domestic and foreign language publications. Most articles have been abstracted and indexed, and a few have been copied and placed in Reading Clinic files. (Author/BS)

64. ED 023 538   RE 001 317
Lerner, Janet W.
A Global Theory of Reading--and Linguistics.
International Reading Association, Newark, Delaware.
Pub Date Feb 68
Note--6p.
Journal Cit--The Reading Teacher; v21 n5 p416-421 Feb 1968

Document Not Available from EDRS.

Descriptors--Administrator Attitudes, Classroom Environment,
    Language Learning Levels, *Linguistics, Reading Comprehension,
    *Reading Instruction, *Reading Processes, *Reading Skills,
    Teacher Influence, *Theories, Word Recognition

A proposed framework for a global theory of reading divides the total reading area into the following major systems: (1) the distinct reading skills and abilities which are involved with what the child can achieve, (2) the reading-learning process of the child which is involved with how he acquires reading skills, and (3) the actual teaching of reading which involves the impact of the teacher, class, and school environment on the child's learning processes. In the first system, linguistics can contribute to word perception and comprehension because of its emphasis on phoneme-grapheme relationships and intonation. In the second system, linguistics can contribute through emphasis on the relationship of a child's own language or dialect to his developmental and thinking processes. In the third system, linguistics has little to contribute. The systems are discussed in detail. References are listed. (BS)

65. ED 023 539   RE 001 321
Ecroyd, Donald H.
Negro Children and Language Arts.
International Reading Association, Newark, Delaware.
Pub Date Apr 68
Journal Cit--The Reading Teacher; v21 n7 p624-629 Apr 1968
Note--6p.

Document Not Available from EDRS.

Descriptors--*Language Arts, Language Development, Linguistics, Listening, *Negro Education, *Nonstandard Dialects, Oral Expression, *Readiness, Reading Skills, Second Language Learning, Teacher Attitudes, Urban Environment, Writing Skills

The language the Negro child brings with him to school has a linguistic structure which is clearly distinguishable from that of standard English. His language is not a defective form of speech. There is, however, what Labov calls, "reciprocal ignorance," a mutual lack of comprehension for the other's language system. Writing is a secondary symbol system, and, before it can be adequately taught, the correspondences between the child's primary symbol system which is oral and standard English must be understood. This, to a large extent, is what William S. Carroll intends to achieve with his "second language approach." It is necessary to involve the child in a series of experiences that develop his oral language competence. The Negro ghetto child must develop conceptual language symbols such as "up-down" and "big-bigger." It might be wise to delay the usual reading materials until this is successfully accomplished. The child should learn to manipulate the various parts of his language to read what he says. When this phase is well under way, he can begin to learn to read what the teacher says. (WL)

66. ED 023 540   RE 001 322
    Hanson, Earl
    Factors Related to Reading Rates.
    International Reading Association, Newark, Delaware.
    Pub Date Apr 68
    Note--4p.
    Journal Cit--The Reading Teacher, v21 n7 p663, 665, 667, 669
       Apr 1968

Document Not Available from EDRS.

Descriptors--*Environmental Influences, Inner Speech (Subvocal), Intelligence Factors, Motivation, *Physical Characteristics, *Psychological Characteristics, Readability, Reading Habits, *Reading Research, *Reading Speed, Visual Perception

A summary of research on reading rate is presented. Cited studies dating from 1884 to 1965 suggest a relationship among reading rate and visual perception, practice in reading, power of concentration, mental alertness, complex reaction times, intelligence, amount of vocalization, content, rate of thinking, intensity of illumination, typographical factors, linguistic ability, motor ability, personality traits, age, oxygen transport efficiency, psychophysiological maturation, and the reader's

purpose and motivation. It is suggested that an individual's speed and span of perception develop most during the first four grades. Twenty-four references are included. (BS)

67. ED 023 541   RE 001 329
Harris, Albert J.
What About Special Theories of Teaching Remedial Reading?
Pub Date Apr 68
Note--14p.; Paper presented at International Reading Association
    conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-$0.25 HC-$0.80

Descriptors--Lateral Dominance, Learning Disabilities, *Medical
    Treatment, *Neurological Organization, *Perceptual Development,
    *Perceptual Motor Coordination, Psychomotor Skills, Reading
    Difficulty, *Remedial Reading

Four new approaches to remedial reading directed toward the stimulation of defective perceptual areas by procedures other than teaching reading skills are reviewed. The Delacato approach emphasizes the development of neurological organization and laterality. It may be useful for a small percentage of children with severe reading disabilities, but its value has not been substantiated. The Kephart approach proposes the development of learning readiness through exercises which develop balance and motor control, eye-hand coordination, and directionality. A third approach stresses specific perceptual training. It resulted from the development of the Illinois Test of Psycholinguistic Abilities and the Frostig Developmental Tests of Visual Perception. The possible contribution of pharmacology to remedial education is explored by an approach which suggests the use of drugs for children with reading disabilities. These four approaches, however, have failed to produce conclusive evidence of their effectiveness. More carefully controlled research is recommended. Forty-six references are cited in the bibliography. (NS)

68. ED 023 542   RE 001 332
Guszak, Frank J.
Questioning Strategies of Elementary Teachers in Relation to
    Comprehension.
Pub Date 26 Apr 68
Note--16p.; Paper presented at International Reading Association
    conference, Boston, Mass., April 24-27, 1968.

Descriptors--Abstract Reasoning, *Cognitive Processes, Creative
Thinking, Critical Thinking, *Elementary School Teachers,
Logical Thinking, *Questioning Techniques, *Reading Compre-
hension, *Thought Processes

Reading lessons were observed, taped, and analyzed to determine
how teachers' questioning strategies contribute to students' a-
bility to comprehend materials read. The kinds of thinking elic-
ited by teachers' questions were investigated by means of a
classification scheme developed which included recognition, re-
call, translation, conjecture, explanation, and evaluation. The
characteristic patterns of teachers' questioning behaviors used
to control students' responses were categorized into Immediate
Right Answer, No Answer Permitted, No Answer Received, and Ex-
tending Answers. Question clusters used by teachers to relate
the thinking of two or more questions were classified into
Setting Purpose-Followup, Verification, Judgmental, and Justi-
fication. An analysis of 1,857 questions of 12 randomly se-
lected second-, fourth-, and sixth-grade teachers showed that
the teachers tended to emphasize questions which required recall
thinking. While they used several controlling actions to cue,
clarify, extend, or shut off the students' thinking, they tended
to use the Immediate Right Answer pattern. Teachers failed to
put questions into clusters which would extend students' think-
ing and comprehension of the material read. (NS)

69. ED 023 543   RE 001 379
Jenkinson, Marion D.
Realms of Reading: Rhetoric, Reasoning and Reflection.
Note--31p.; Paper presented at International Conference on
English, Vancouver, August 1967.

Descriptors--*Abstract Reasoning, Associative Learning, Com-
prehension Development, Content Reading, *Critical Thinking,
Learning Theories, Logic, Organization, *Reading Comprehen-
sion, *Rhetoric, Written Language

Rhetoric, reasoning, and reflection are discussed as the tools
which enable a reader to distend the experience of reading to
its greatest limits. Rhetoric is interpreted as the facility
which allows the reader to understand both the necessary "how"
and "what" of an author's work. Eleven cognitive processes used
in written material are defined and related to rhetoric. The

importance of early instruction in rhetoric as it applies to
reading as well as to writing is emphasized. Reasoning is dis-
cussed as a criterion necessary to decode an author's thought
and language. It is identified as a requisite to perceiving
the association of ideas and the organization of thought in a
written work. Courses in logic at the high school level are
advocated strongly. Reflection is designated as essential to
avoiding the intellectual sterility. It is noted that in this
age of mass communication, reading remains unique in its individu-
alized approach. The reader can choose according to his in-
terest and can adjust the rate and time of his communication to
allow for consequential reflective thought. References and il-
lustrative figures are included. (BS)

70. ED 023 544   RE 001 442
    Roth, Lois H.   And Others
    Design for Developing Colorado Reading Programs.
    Colorado State Dept. of Education, Denver.
    Pub Date Jun 67
    Note--38p.

    EDRS Price MF-$0.25 HC-$2.00

    Descriptors--*Conference Reports, Curriculum, Gifted, Group
      Reading, *Guidelines, Language Arts, Principals, Reading A-
      chievement, Reading Consultants, Reading Diagnosis, Reading
      Difficulty, Reading Instruction, *Reading Programs, Reading
      Skills, Remedial Reading, Second Language Learning

    Identifiers--Elementary and Secondary Education Act (Title I),
      Elementary and Secondary Education Act (Title II)

    The report of an Invitational Reading Work Conference held in
    Denver in February 1966 suggests guidelines for examining exist-
    ing curricula and establishing new reading programs and develops
    guidelines for planning and implementing reading programs which
    deal with the causes of reading problems. Conference leaders
    are listed. The contents (1) define reading, (2) describe a
    balanced reading program which involves the interaction of speak-
    ing, listening, writing, and reading, (3) define the roles of the
    classroom teacher, the reading teacher, the consultant, and the
    principal, (4) describe a reading breakthrough wherein children
    enjoy reading success, (5) provide an extensive checklist for
    observing a child's classroom reading habits and behavior, (6)
    describe the causes of reading problems, and (7) make recommenda-
    tions providing for reading success concerning grouping, methods,
    materials, machines, gifted children, and English as a second
    language. References are included. (JB)

71. ED 023 545   RE 001 445
    Fried, Marian   And Others
    Developmental Reading in Social Studies; Rise in Industry and
      Agriculture.
    Sewanhaka Central High School District Number 2, Nassau County,
      N. Y.
    Pub Date 65
    Note--104p.

    EDRS Price MF-$0.50 HC-$5.30

    Descriptors--*American History, *Content Reading, Context Clues,
      Developmental Reading, *Grade 8, Junior High Schools, Reading
      Comprehension, Recall (Psychological), *Social Studies Units,
      *Teaching Guides, Unit Plan, Vocabulary Development

      This unit guide, sixth in a series of seven, is designed to
    provide eighth-grade teachers with materials for reading and
    study skills instruction while developing the facts, attitudes,
    and concepts of social studies. Information about the rise of
    industry and agriculture is found in two texts: "This is America's
    Story," for use with average classes and "Exploring American His-
    tory," for use with modified classes. Each chapter of material
    contains exercises dealing with general vocabulary building,
    specific social studies vocabulary, terms dealing with people,
    places, and things, and tests for these words. Other exercises
    deal with note taking, recall, and prereading skills such as use
    of the introduction, subchapter and chapter headings, and pic-
    tures. Combined questions applicable to both textbooks are also
    provided. (JB)

72. ED 023 546   RE 001 446
    Fried, Marian   And Others
    Developmental Reading in Social Studies; Civil War. A Guide for
      Teachers, Grade 8, Revised.
    Sewanhaka Central High School District Number 2, Nassau County,
      N. Y.
    Pub Date 65
    Note--79p.

    EDRS Price MF-$0.50 HC-$4.05

    Descriptors--American History, Civil War (United States), *Content
      Reading, *Developmental Reading, Factual Reading, *Grade 8, Jun-
      ior High Schools, Reading Instruction, Reading Level, Reading Pro-
      grams, Reading Skills, *Social Studies Units, Study Skills, *Teach-
      ing Guides
      This unit guide, fifth in a series of seven, is designed to
    provide eighth-grade social studies teachers with the material

necessary for providing reading and study skills instruction
while developing the facts, attitudes, and concepts of social
studies. Information about the Civil War is found in two texts,
Wilder and Ludlom, "This is America's Story," and Swartz and
O'Connor, "Exploring American History." The former is designed
for use with average classes; the latter, with modified. Each
chapter of materials contains exercises dealing with general
vocabulary building, specific social studies vocabulary, terms
dealing with people, places, and things, and tests for these
words. Other exercises deal with note taking, recall, and pre-
reading skills such as use of the introduction, subchapter and
chapter headings, and pictures. Combined questions applicable
to both textbooks are also provided. (WB)

73. ED 023 547   RE 001 447
    Fried, Marian   And Others
    Developmental Reading in Social Studies; Discovery and Explora-
        tion. A Guide for Teachers, Grade 8, Revised.
    Sewanhaka Central High School District Number 2, Nassau County,
        N. Y.
    Pub Date 65
    Note--99p.

    EDRS Price MF-$0.50 HC-$5.05

    Descriptors--*American History, *Content Reading, Developmental
        Reading, *Grade 8, Junior High Schools, Reading Comprehension,
        Recall (Psychological), *Social Studies, Social Studies Units,
        *Teaching Guides, Unit Plan, Vocabulary Development

        This unit guide, first in a series of seven, is designed to
    provide eighth-grade teachers with materials for achieving the
    dual objectives of providing reading and study skills instruc-
    tion while developing facts, attitudes, and concepts of social
    studies. Information about discovery and exploration is found
    in two texts: "This is America's Story," for use with average
    classes and "Exploring American History," for use with modified
    classes. Each chapter of material contains exercises dealing
    with general vocabulary building, specific social studies vocabu-
    lary, terms dealing with people, places, and things, and tests
    for these words. Other exercises deal with note taking, recall,
    and prereading skills such as use of subchapter and chapter
    headings and pictures. Combined questions applicable to both
    textbooks are also provided. (JB)

74. ED 023 548   RE 001 448
    Fried, Marian   And Others
    Developmental Reading in Social Studies; European Colonies in

the New World and the Colonies Struggle for Independence. A
Guide for Teachers, Grade 8, Revised.
Sewanhaka Central High School District Number 2, Nassau County,
N. Y.
Pub Date 65
Note--59p.

EDRS Price MF-$0.50 HC-$3.05

Descriptors--*American History, *Content Reading, Context Clues,
Developmental Reading, *Grade 8, Junior High Schools, Reading
Comprehension, Recall (Psychological), *Social Studies, Social
Studies Units, *Teaching Guides, Unit Plan, Vocabulary De-
velopment

This unit guide, second in a series of seven, is designed to
provide eighth-grade teachers with materials for reading and
study skills instruction while developing the facts, attitudes,
and concepts of social studies. Information about the European
colonies in the New World and America's struggle for independence
is found in two texts, "This is America's Story," for use with
average groups, and "Exploring American History," for use with
modified classes. Each chapter of materials contains exercises
dealing with general vocabulary building, specific social studies
vocabulary, terms dealing with people, places, and things, and
tests for these words. Other exercises deal with note taking,
recall, and prereading skills such as use of the introduction,
subchapter and chapter headings, and pictures. Combined ques-
tions applicable to both textbooks are also provided. (JB)

75. ED 023 549   RE 001 451
     Cooper, Minna   And Others
     Developmental Reading in Social Studies; New York State Govern-
        ment and Local Government. A Guide for Teachers, Grade 7,
        Revised.
     Sewanhaka Central High School District Number 2, Nassau County,
        N. Y.
     Pub Date 64
     Note--133p.

     EDRS Price MF-$0.75 HC-$6.75

     Descriptors--Comprehension Development, *Content Reading, Criti-
        cal Thinking, *Curriculum Guides, *Developmental Reading,
        Directed Reading Activity, *Grade 7, *Social Studies, Study
        Skills, Vocabulary Development

This guide is designed to provide seventh-grade social studies
teachers with materials needed to present instruction in reading
skills and to teach those facts, concepts, and attitudes which
are the aim of social studies education. Entries on the subject
of New York State government and local government are arranged
by topic, and material within each topic is arranged according
to two texts: "Living in New York" by Flierl and Urell, to be
used with modified classes, and "New York: The Empire State" by
Ellis, Frost, and Fink, to be used with honors and average classes.
To promote the development of comprehension, vocabulary, critical
thinking, and study skills, the guide presents exercises in out-
lining, critical reading, skimming, and interpreting charts and
diagrams. Questions are designed to evaluate the student's mas-
tery of these skills and of content subject matter. Some ques-
tions included are designed to cover collateral chapters in the
two texts. (RT)

76. ED 023 550   RE 001 454
    Schoeller, Arthur W.
    Volunteer Reading Tutoring Program. Summary Report.
    Milwaukee Public Schools, Wis.
    Pub Date 68
    Note--80p.

    EDRS Price MF-$0.50 HC-$4.10

    Descriptors--After School Tutoring, Community Consultants, *Com-
       munity Programs, Cooperative Programs, Enrichment Programs,
       Reading Difficulty, *Remedial Reading Programs, Self Concept,
       *Tutoring, Urban Youth

    The Volunteer Reading Tutoring Program in center city Milwaukee
during the 1967-1968 school year was a mutual project of the School
of Education Reading Clinic and the Center for Community Leader-
ship of the University of Wisconsin-Milwaukee. The program was
organized by two urban specialists and a reading consultant to
meet the expressed reading needs of the center city community.
Professional reading assistants worked with and trained the vol-
unteer reading tutors. Tutoring centers were established in 12
churches throughout the community for retarded readers in grades
3 through 5. Positive evidence provided by informal observations
and formal survey showed that the benefits of the Volunteer Read-
ing Tutoring Program should continue to be available to center
city residents. Specific recommendations for the future are list-
ed. Reports from the 12 centers and appendixes are included.
(WB)

the New World and the Colonies Struggle for Independence. A Guide for Teachers, Grade 8, Revised.
Sewanhaka Central High School District Number 2, Nassau County, N. Y.
Pub Date 65
Note--59p.

EDRS Price MF-$0.50 HC-$3.05

Descriptors--*American History, *Content Reading, Context Clues, Developmental Reading, *Grade 8, Junior High Schools, Reading Comprehension, Recall (Psychological), *Social Studies, Social Studies Units, *Teaching Guides, Unit Plan, Vocabulary Development

This unit guide, second in a series of seven, is designed to provide eighth-grade teachers with materials for reading and study skills instruction while developing the facts, attitudes, and concepts of social studies. Information about the European colonies in the New World and America's struggle for independence is found in two texts, "This is America's Story," for use with average groups, and "Exploring American History," for use with modified classes. Each chapter of materials contains exercises dealing with general vocabulary building, specific social studies vocabulary, terms dealing with people, places, and things, and tests for these words. Other exercises deal with note taking, recall, and prereading skills such as use of the introduction, subchapter and chapter headings, and pictures. Combined questions applicable to both textbooks are also provided. (JB)

75. ED 023 549   RE 001 451
Cooper, Minna   And Others
Developmental Reading in Social Studies; New York State Government and Local Government. A Guide for Teachers, Grade 7, Revised.
Sewanhaka Central High School District Number 2, Nassau County, N. Y.
Pub Date 64
Note--133p.

EDRS Price MF-$0.75 HC-$6.75

Descriptors--Comprehension Development, *Content Reading, Critical Thinking, *Curriculum Guides, *Developmental Reading, Directed Reading Activity, *Grade 7, *Social Studies, Study Skills, Vocabulary Development

This guide is designed to provide seventh-grade social studies teachers with materials needed to present instruction in reading skills and to teach those facts, concepts, and attitudes which are the aim of social studies education. Entries on the subject of New York State government and local government are arranged by topic, and material within each topic is arranged according to two texts: "Living in New York" by Flierl and Urell, to be used with modified classes, and "New York: The Empire State" by Ellis, Frost, and Fink, to be used with honors and average classes. To promote the development of comprehension, vocabulary, critical thinking, and study skills, the guide presents exercises in out-lining, critical reading, skimming, and interpreting charts and diagrams. Questions are designed to evaluate the student's mas-tery of these skills and of content subject matter. Some ques-tions included are designed to cover collateral chapters in the two texts. (RT)

76. ED 023 550   RE 001 454
     Schoeller, Arthur W.
     Volunteer Reading Tutoring Program. Summary Report.
     Milwaukee Public Schools, Wis.
     Pub Date 68
     Note--80p.

     EDRS Price MF-$0.50 HC-$4.10

     Descriptors--After School Tutoring, Community Consultants, *Com-
        munity Programs, Cooperative Programs, Enrichment Programs,
        Reading Difficulty, *Remedial Reading Programs, Self Concept,
        *Tutoring, Urban Youth

     The Volunteer Reading Tutoring Program in center city Milwaukee during the 1967-1968 school year was a mutual project of the School of Education Reading Clinic and the Center for Community Leader-ship of the University of Wisconsin-Milwaukee. The program was organized by two urban specialists and a reading consultant to meet the expressed reading needs of the center city community. Professional reading assistants worked with and trained the vol-unteer reading tutors. Tutoring centers were established in 12 churches throughout the community for retarded readers in grades 3 through 5. Positive evidence provided by informal observations and formal survey showed that the benefits of the Volunteer Read-ing Tutoring Program should continue to be available to center city residents. Specific recommendations for the future are list-ed. Reports from the 12 centers and appendixes are included. (WB)

the New World and the Colonies Struggle for Independence. A
Guide for Teachers, Grade 8, Revised.
Sewanhaka Central High School District Number 2, Nassau County,
N. Y.
Pub Date 65
Note--59p.

EDRS Price MF-$0.50 HC-$3.05

Descriptors--*American History, *Content Reading, Context Clues,
Developmental Reading, *Grade 8, Junior High Schools, Reading
Comprehension, Recall (Psychological), *Social Studies, Social
Studies Units, *Teaching Guides, Unit Plan, Vocabulary De-
velopment

This unit guide, second in a series of seven, is designed to
provide eighth-grade teachers with materials for reading and
study skills instruction while developing the facts, attitudes,
and concepts of social studies. Information about the European
colonies in the New World and America's struggle for independence
is found in two texts, "This is America's Story," for use with
average groups, and "Exploring American History," for use with
modified classes. Each chapter of materials contains exercises
dealing with general vocabulary building, specific social studies
vocabulary, terms dealing with people, places, and things, and
tests for these words. Other exercises deal with note taking,
recall, and prereading skills such as use of the introduction,
subchapter and chapter headings, and pictures. Combined ques-
tions applicable to both textbooks are also provided. (JB)

75. ED 023 549   RE 001 451
Cooper, Minna   And Others
Developmental Reading in Social Studies; New York State Govern-
ment and Local Government. A Guide for Teachers, Grade 7,
Revised.
Sewanhaka Central High School District Number 2, Nassau County,
N. Y.
Pub Date 64
Note--133p.

EDRS Price MF-$0.75 HC-$6.75

Descriptors--Comprehension Development, *Content Reading, Criti-
cal Thinking, *Curriculum Guides, *Developmental Reading,
Directed Reading Activity, *Grade 7, *Social Studies, Study
Skills, Vocabulary Development

This guide is designed to provide seventh-grade social studies teachers with materials needed to present instruction in reading skills and to teach those facts, concepts, and attitudes which are the aim of social studies education. Entries on the subject of New York State government and local government are arranged by topic, and material within each topic is arranged according to two texts: "Living in New York" by Flierl and Urell, to be used with modified classes, and "New York: The Empire State" by Ellis, Frost, and Fink, to be used with honors and average classes. To promote the development of comprehension, vocabulary, critical thinking, and study skills, the guide presents exercises in outlining, critical reading, skimming, and interpreting charts and diagrams. Questions are designed to evaluate the student's mastery of these skills and of content subject matter. Some questions included are designed to cover collateral chapters in the two texts. (RT)

76. ED 023 550   RE 001 454
    Schoeller, Arthur W.
    Volunteer Reading Tutoring Program.   Summary Report.
    Milwaukee Public Schools, Wis.
    Pub Date 68
    Note--80p.

    EDRS Price MF-$0.50 HC-$4.10

    Descriptors--After School Tutoring, Community Consultants, *Community Programs, Cooperative Programs, Enrichment Programs, Reading Difficulty, *Remedial Reading Programs, Self Concept, *Tutoring, Urban Youth

    The Volunteer Reading Tutoring Program in center city Milwaukee during the 1967-1968 school year was a mutual project of the School of Education Reading Clinic and the Center for Community Leadership of the University of Wisconsin-Milwaukee. The program was organized by two urban specialists and a reading consultant to meet the expressed reading needs of the center city community. Professional reading assistants worked with and trained the volunteer reading tutors. Tutoring centers were established in 12 churches throughout the community for retarded readers in grades 3 through 5. Positive evidence provided by informal observations and formal survey showed that the benefits of the Volunteer Reading Tutoring Program should continue to be available to center city residents. Specific recommendations for the future are listed. Reports from the 12 centers and appendixes are included. (WB)

77. ED 023 551   RE 001 455
    Reading Program.
    Bloomington Public Schools, Minn.
    Pub Date 67
    Note--208p.

    EDRS Price MF-$1.00 HC-$10.50

    Descriptors--Content Reading, Corrective Reading, *Curriculum
        Guides, *Developmental Reading, Reading Development, Reading
        Improvement, Reading Material Selection, *Reading Skills, Rec-
        reational Reading, Remedial Reading Programs, *Sequential
        Reading Programs, Supplementary Reading Materials

        The reading program (K-12) of the Bloomington Public Schools,
    Bloomington, Minnesota, is defined and described. The program
    revolves around four major divisions: developmental reading,
    supplementary reading, library reading, and remedial reading.
    These major divisions are discussed relative to specific purposes,
    organization, materials, and activities. A detailed scope and
    sequence chart lists specific reading skills to be developed. In-
    structional materials for grades K-12 are listed under the topical
    headings of developmental, supplementary, and remedial reading.
    Suggestions for evaluation of the reading program are given. An
    extensive teaching guide of content material and suggested activi-
    ties to supplement the basal reader is provided for elementary
    teachers. A bibliography and appendixes are included. (WB)

78. ED 023 552   RE 001 458
    Sensory-Motor Perception, Preliminary Findings of a Cooperative
        Curriculum Project.
    Report No--DPSC-66-1268
    Note--23p.

    EDRS Price MF-$0.25 HC-$1.25

    Descriptors--Auditory Discrimination, Auditory Perception, Audi-
        tory Training, *Curriculum Development, Instructional Materials,
        Lateral Dominance, *Motor Development, *Perceptual Development,
        *Perceptual Motor Learning, Sensory Aids, Sensory Training,
        Tactual Perception, *Visual Discrimination

    Identifiers--Title III

        Many children with learning problems have difficulties with
    perceptual development. This bulletin, reporting the prelimin-
    ary findings of a Cooperative Curriculum Project funded under

Title III, Elementary and Secondary Education Act, discusses
Kephart's definition of sensory motor perception. It defines
and suggests activities and materials available for gross and
fine motor development; body image, including posture, laterali-
ty, and dominance; visual motor perception, including visual
motor coordination, figure ground, perceptual constancy, spatial
skills, visual discrimination, and visual memory, auditory per-
ception, including auditory discrimination and memory; and
tactile discrimination. A bibliography and a film listing are
also included. (JB)

79. ED 023 553   RE 001 459
    Glassner, Leonard E.
    Transition Room Program, 1967 Report.
    Pittsburgh Public Schools, Pa.
    Pub Date 67
    Note--62p.

    EDRS Price MF-$0.50 HC-$3.20

    Descriptors--Corrective Reading, *Elementary School Students,
      Organization, Program Content, *Program Descriptions, Reading
      Instruction, Reading Programs, Remedial Reading, *Remedial
      Reading Programs, *Transitional Classes, Underachievers

    Identifiers--Elementary and Secondary Education Act, Title I

    The Transition Room Program of the Pittsburgh Schools was de-
fined and evaluated by the staff, the administration, and a pro-
gram evaluator from the Office of Research. The definition in-
cluded general objectives, anticipated outcomes, student cri-
teria and characteristics, staff qualifications and functions,
media, student activities, and staff activities. The program
was designed to help underachieving third and fourth graders
solve reading problems by participating in a small class group
for one-fourth to one-half of the school day. Seven of the 36
transition room teachers were interviewed to determine the com-
patibility of the transition room with the total school setting
in respect to the use of student and teacher time, facilities,
and media. The formal program definition was then evaluated
with respect to its comprehensiveness and face validity. Metro-
politan Achievement Test scores (paragraph meaning subtest) were
compared for an experimental and a control group, and findings
and conclusions are presented. The program produced increased
student reading comprehension, but there is a need for a more
precise program definition and an adequate treatment identifica-
tion design. Appendixes include the two interview schedules used.
(CM)

80. ED 023 554   RE 001 461
    Dodd, Gerald
    Improving Reading Skills in Regular English Classes, Grades 7-9.
      An Instructional Bulletin.
    Los Angeles City Schools, Calif.
    Report No--LACS-SC-648
    Pub Date 68
    Note--25p.

    EDRS Price MF-$0.25 HC-$1.35

    Descriptors--Comprehension Development, Critical Reading, *Curricu-
      lum Guides, *English Instruction, Instructional Aids, *Junior
      High Schools, Locational Skills (Social Studies), Oral Reading,
      Reading Diagnosis, *Reading Instruction, *Reading Skills, Reading
      Tests, Silent Reading, Standardized Tests, Teaching Procedures,
      Vocabulary Development

    Descriptions of suggested teaching procedures are given for each
    item in the "Reading Skills" sequence of the "Junior High School
    English Course of Study" (Los Angeles City Schools publication
    X-66). This information includes suggested diagnostic procedures
    such as standardized tests, observation of pupils, oral reading
    surveys, and silent reading with a comprehension checkup; a specific
    plan for teaching a reading lesson; and suggested procedures for
    teaching comprehension skills, vocabulary development skills, and
    locational skills. (JB)

81. ED 023 555   RE 001 463
    Pope, Lillie
    Guidelines to Teaching Remedial Reading to the Disadvantaged.
    Pub Date 67
    Note--125p.
    Available from--Faculty Press, Inc., 1449 37th St., Brooklyn,
      N. Y. 11218

    Document Not Available from EDRS.

    Descriptors--After School Tutoring, *Disadvantaged Youth, Non-
      professional Personnel, *Reading Diagnosis, Reading Failure,
      Reading Games, Reading Instruction, Reading Level, Reading
      Materials, *Reading Skills, *Remedial Reading, Teaching Tech-
      niques, *Tutoring

    This manual for nonprofessional tutors in remedial reading pro-
    grams outside of the established educational structure deals with
    specific techniques needed for teaching children, adolescents,

and adults to read. It describes the problems of the student
who comes for instruction and discusses the relationship between
him and the tutor. It outlines in simple terms the skills that
are involved in the reading act, the methods that can be used to
evaluate a student's reading level and determine his special
needs, the organization of a program of instruction, and the
application of specific teaching techniques and materials. An
inventory of elementary reading skills, a sample lesson plan,
and a listing of the normal sequence for acquisition of reading
skills are included. "Sound-Out Lists" with letters, words,
and pictures are categorized for teaching various phonetic ele-
ments. Suggestions for teacher-made games and devices are given.
A glossary, a directory of publishers, a list of commercial games,
and a list of publications are included. (CM)

82. ED 023 556   RE 001 464
    Supplementary Language Arts Centers in Danbury.
    Connecticut State Dept. of Education, Hartford.
    Report No--CSDE-Bull-105
    Pub Date Jan 68
    Note--25p.

    EDRS Price MF-$0.25 HC-$1.35

    Descriptors--*Economically Disadvantaged, *Educationally Disad-
      vantaged, *Experimental Schools, *Federal Programs, Instruc-
      tional Materials, *Language Arts, Listening Skills, Reading
      Skills, Speaking, Writing Skills

    This bulletin, the fourth in a series, describes the Demonstra-
    tion City Project in Danbury, Connecticut, a model school system
    designed to research and develop federally-funded programs in
    close cooperation with educational consultants. Central to the
    project's goal of turning potential into accomplishment and bring-
    ing children up to grade level, was the idea that language arts
    is more than reading alone. Speaking, writing, and listening
    skills were included in the planned curriculum. A description is
    furnished of the criteria by which the children, schools, schedule,
    curriculum, and staff were selected. Teacher impressions and ideas
    resulting from the project are listed. (JB)

83. ED 023 557   RE 001 466
    Steed, Stanley M.
    Teaching Dictionary Skills through a Slang Dictionary.
    Pub Date 29 Jul 68
    Note--19p.

EDRS Price MF-$0.25 HC-$1.05

Descriptors--*Dictionaries, *English Curriculum, Language In-
struction, Language Skills, *Research and Instruction Units,
*Secondary Education, Skill Development, Tests, *Word Study
Skills

A unit for teaching dictionary skills through the compilation
of a slang dictionary was written with the purpose of providing
an inductive learning situation. The students are to begin by
defining slang usage and bringing in slang words and definitions
on cards. Small groups are to be formed to evaluate the defini-
tions and make additions. In preparing to assemble the dictionary,
an investigation will be made to determine what should be included
in each entry and how it should be arranged. The various elements
of pronunciation, syllabification, spelling, inflected forms, parts
of speech, synonyms, etymology, literary allusions, and levels of
usage are to be discussed, with the teacher providing examples for
study. An innovative test construction is described for evalua-
tion of the unit. Different situations involving a boy with whom
the students can identify are described, and multiple choice re-
sponses are listed. Another evaluative method described involves
role playing. References are included. (CM)

84. ED 023 558   RE 001 467
     Katrein, Robert M.
     Conducting an In-Service Reading Program at the Secondary Level.
       Grades 7-12.
     Note--52p.

     EDRS Price MF-$0.25 HC-$2.70

     Descriptors--Content Reading, *Inservice Teacher Education, Pro-
       gram Development, Program Evaluation, Program Planning, *Read-
       ing Instruction, Reading Programs, *Secondary Grades, Teacher
       Attitudes, Teacher Participation

     The importance, the characteristics, the organization, and the
     evaluation of effective secondary inservice reading programs are
     discussed. The importance of reading instruction in all subject
     areas and the importance of total faculty participation in the
     development of an inservice program are stressed. Three charac-
     teristic stages of an inservice reading program are noted: (1)
     stimulating the interest and understanding of the instructional
     staff, (2) providing encouragement and security for teachers im-
     plementing reading instruction methods in their classrooms, and

(3) producing effective reading teachers. Emphasis is placed on the suggestions that attendance not be mandatory, that separate programs be provided each year for new teachers, that actual teaching problems be treated, and that the program be continuous. Two organizational suggestions propose preparatory reading committees to initiate faculty interest, and overall attendance and participation by teachers, principals, and reading consultants to insure success. Formal and informal evaluation methods are suggested, with emphasis on the 11 criteria of the International Reading Association's "Conducting In-Service Programs in Reading." Several exemplary programs are described. A bibliography and sample teacher questionnaires are included. (BS)

85. ED 023 559   RE 001 468
    LaPray, Margaret H.
    Reading as a Second Language.
    Pub Date Nov 67
    Note--8p.; Paper presented at National Council of Teachers of
        English conference, Honolulu, Hawaii, Nov. 23-25, 1967.

    EDRS Price MF-$0.25 HC-$0.50

    Descriptors--*Content Reading, *English, Junior High School
        Students, Language Ability, *Language Handicapped, *Nonstand-
        ard Dialects, *Reading Failure, Vocabulary

    Students who speak in a jargon related to, but different from,
    Standard American English and students who know a single or
    limited word meaning but are unable to translate that word into
    a new subject area content both need reading instruction as though
    Standard American English were their second language. All con-
    tent area teachers must teach vocabulary, content, and reading
    skills in the language of their subject matter. The San Diego
    City Schools program for junior high school atypical readers
    described as severely handicapped, handicapped, and disabled
    is discussed as a good example of a reading program with total
    staff involvement. (CM)

86. ED 023 560   RE 001 469
    Iverson, William J.   And Others
    Development of Lifetime Reading Habits.
    International Reading Association, Newark, Delaware.
    Pub Date 68
    Note--86p.
    Available from--International Reading Association, 6 Tyre Ave.,
        Newark, Delaware 19711 ($2.25 to members, $2.50 to nonmembers).

    Document Not Available from EDRS.

Descriptors--Adults, College Students, Content Reading, *Creative
Reading, *Critical Reading, Elementary Grades, Literary Genres,
*Reading Habits, Reading Improvement, *Reading Interests,
Reading Materials, *Reading Skills, Secondary Grades, Teaching
Techniques

This bulletin describes the nature and development of reading
habits at elementary, secondary, college, and adult levels and
offers suggestions for improvement. An appreciation of literary
forms, taught in precise vocabulary, should be included in ele-
mentary instruction. The teaching of reading skills should be
continued and developed in intermediate grades. Content area
teachers in the secondary schools can most effectively teach
such reading skills as vocabulary, rate adjustment, skimming,
browsing, and the "skills of involvement." Critical and creative
reading should be developed as separate functions at the second-
ary level. The reading habits of college students can be im-
proved through the development of critical reading, reading flex-
ibility, and context vocabulary. There is a trend toward lessen-
ing interest in reading through adulthood. Catalogs of children's
books are listed. Sample topics of interest to a group of fourth
graders are accompanied by suggested titles and a bibliography of
children's books. Two appendixes of ideas, appropriate for pri-
mary and intermediate grade students, for developing lifetime
reading habits are verbatim reports by elementary teachers. (CM)

87. ED 023 561   RE 001 470
Aaron, Ira E.   And Others
Conducting In-Service Programs in Reading. Reading Aids Series,
    No. 1.
International Reading Association, Newark, Delaware.
Report No--IRA-RA-1
Pub Date 65
Note--53p.
Available from--International Reading Association, 6 Tyre Ave.,
    Newark, Delaware 19711 ($1.75 to members, $2.00 to nonmembers).

Document Not Available from EDRS.

Descriptors--*Inservice Programs, *Program Design, *Program Evalua-
    tion, Reading Improvement, Reading Instruction, Teacher Attitudes,
    *Teacher Workshops

Needs, goals, and characteristics of inservice programs in read-
ing are discussed. Careful planning and organizing are emphasized;
roles of various participants are outlined; and suggested criteria
for evaluating the program are discussed. A discussion of survey

forms for inservice work in reading suggests areas of application, and sample survey forms are included. Examples of a variety of inservice programs in reading give a cross-sectional view of successful and not-so-successful programs with critical comments listing merits and weaknesses. (WB)

88. ED 023 562   RE 001 471
Johnson, Marjorie Seddon   Kress, Roy A.
Information Reading Inventories. Reading Aids Series, No. 2.
International Reading Association, Newark, Delaware.
Report No--IRA-RA-2
Pub Date 65
Note--42p.
Available from--International Reading Association, 6 Tyre Ave.,
    Newark, Delaware 19711 ($1.75 to members, $2.00 to nonmembers).

Document Not Available from EDRS.

Descriptors--Evaluation Methods, *Informal Reading Inventory,
    *Instructional Aids, Listening Skills, Oral Reading, *Reading
    Diagnosis, Reading Level, *Reading Tests, Resource Materials,
    Scoring, Silent Reading, Test Construction, Word Recognition

   Techniques for developing and using informal reading inventories
are listed. Concepts and purposes of the inventory are suggested,
and reading levels are defined. Suggestions are offered for individual and group inventories, material preparation and analysis,
question formation and selection, methods of scoring and recording,
and methods of evaluation. A bibliography is included. (JB)

89. ED 023 563   RE 001 474
Gray, David
Final Report on the 1967 Summer Basic Skills Program.
Philadelphia School District, Pa.
Pub Date 68
Note--32p.

EDRS Price MF-$0.25 HC-$1.70

Descriptors--*Arithmetic, *Basic Skills, Educational Attitudes,
    *Elementary Grades, Experimental Programs, *Low Achievers,
    Methodology, Reading Achievement, *Reading Instruction, Staff
    Improvement

A basic skills program designed for first- to sixth-grade students who were underachieving in reading or arithmetic was evaluated. The program was designed to raise the students' levels of achievement and to improve their attitudes toward learning. A staff development program designed to introduce teachers to new methods of teaching basic skills, to encourage their use of them, and to provide them with a better understanding of how to teach these skills was also evaluated. Three experimental reading methods were used: the Imperial Productions Self-Directive Program, the Stern Structured Linguistics, and the Sullivan Programed Reading. Two nonexperimental methods were also used: traditional phonics and eclectic approaches. Presession and post-session questionnaires, the Botel Phonics Inventory, the Reading subtest of the Metropolitan Achievement Test, and other tests were administered. It was concluded that all post-test means were significantly higher than pretest means. None of the five reading methods was significantly better than the others. Teachers using experimental methods were resistant to change. The importance of teacher involvement in curriculum development and change was established. A list of references, an appendix, numerous tables, and a review of related research are included. (RT)

90. ED 023 564   RE 001 475
    Herber, Harold L.
    Teaching Reading through Seventh Grade Science Content.
    Sewanhaka Central High School District Number 2, Nassau County,
        N. Y.
    Note--30p.

    EDRS Price   MF-$0.25   HC-$1.60

    Descriptors---*Content Reading, *Developmental Reading, *Reading
        Achievement, Reading Material Selection, *Reading Programs,
        *Reading Research, Reading Skills, Supplementary Reading
        Materials

    The effectiveness of teaching specific, related reading skills within a content subject was tested in seventh-grade science classes. Comparisons were made among seventh graders who were taught no reading skills in conjunction with a content subject, seventh graders who received instruction in reading skills within the social studies content, and seventh graders who received instruction in reading skills within the science content. The achievement of the three groups was compared according to performance on the Iowa Silent Reading Test, the New York State Science Survey, and the New York State Social Studies Survey. Samples were drawn from the total population of approximately 2,000

students and evaluated for reliability. The level of significant achievement gain between pretest and post-test scores was determined, and the amount of growth from group to group was evaluated. Results indicated that the reading, science, and social studies instructional programs produced significant gains regardless of the developmental reading program, but growth in subject content achievement was measureably affected by this reading instruction. Teacher experience in reading skills instruction may have been a factor. An appendix gives detailed, independent corroboration of the data processing. (WB)

91. ED 023 565   RE 001 477
    Fry, Edward B.
    The Readability Graph Validated at Primary Levels.
    Harvard Univ., Cambridge, Mass. Graduate School of Education.
    Spons Agency--Office of Education (DHEW), Washington, D. C.
      Bureau of Research.
    Report No--TR-1
    Grant--OEG-0-8-085762
    Note--13p.

    EDRS Price MF-$0.25 HC-$0.75

    Descriptors--*Cloze Procedure, Informal Reading Inventory, Oral
      Reading, *Predictive Validity, *Primary Grades, *Readability,
      *Reading Level, Reading Materials

    The validity of Fry's Readability Graph for determining grade level readability scores was compared with the Spache Formula, the cloze technique, and oral reading in the case of seven primary-level books. Descriptions of these four indicated that to determine grade level, Fry's Readability Graph plots the total number of syllables with the total number of sentences for a 100-word passage. The materials used for comparative analysis were selected cloze passages read aloud by 30 primary grade children. Percent of errors was recorded for reading of the words not deleted, and grade level readability scores were computed by the Readability Graph and the Spache Formula. Rank order correlations showed highly consistent correlations for all four methods. The Readability Graph yielded about the same level scores as the Spache Formula. The cloze method was judged to be the most accurate and the most capable of making fine distinctions; however its use is limited because it requires a group of subjects to read the selections for evaluation at a given time. Tables and references are included. This research was funded under Title III of ESEA. (CM)

92. ED 023 566   RE 001 479
Responsive Environment Learning Centers "Feedback from the
Field."
Responsive Environment Corp., New York, N. Y.
Pub Date 68
Note--118p.; Report of a conference held by Responsive Environ-
ments Corporation, Feb. 8-10, 1968.

EDRS Price MF-$0.50 HC-$6.00

Descriptors--Adult Reading Programs, *Autoinstructional Aids,
Culturally Disadvantaged, Demonstration Programs, *Educational
Environment, Learning Theories, *Multimedia Instruction, Re-
medial Reading Programs, Retarded Readers, Special Education,
*Teaching Machines

This conference report describes the use of the Edison Respon-
sive Environment (ERE), a "talking typewriter" based on some of
the work of O. K. Moore. Conferees were various educators and
officials of the Responsive Environment Corporation. Panel dis-
cussions and speeches describe the field use of the ERE in sever-
al educational settings including remedial language arts programs
and programs designed for autistic children, culturally disad-
vantaged children, and retarded readers of normal intelligence.
While most of the reports make reference to comparative research
design, no analysis of data is presented, because many of the
projects were still in progress at the time of the conference.
Some discussion of learning theory and programing theory is
included. (WB)

93. ED 023 567   RE 001 480
Moody, Barbara J., Ed.   And Others
Recipes for Reading: A Teacher's Handbook for Diagnostic and
Prescriptive Teaching, or the Reading Teacher's "Cookbook."
Cooperative Educational Services Center, Winsted, Conn.
Pub Date Aug 68
Note--434p.
Available from--Cooperative Educational Services Center, Box 528,
Winsted, Conn. 06098.

Document Not Available from EDRS.

Descriptors--Basic Reading, *Codification, Corrective Reading,
Elementary Grades, *Reading Diagnosis, *Reading Games, Reading
Instruction, *Reading Materials, *Reading Skills, Sequential
Reading Programs, Supplementary Reading Materials

83

Identifiers--Elementary And Secondary Education Act, PACE,
   Projects To Advance Creativity In Education, Title III

A coding system for categorizing reading skills was developed
in order to provide manuals for each grade level (preprimer
through 6) that would aid teachers in locating materials on a
particular skill by page number in a specific text. A skill
code key of the skills usually taught at a given reading grade
level is based on specific basal test items from the Ginn,
Houghton-Mifflin, and Scott, Foresman basal reader tests. These
skill code numbers are then used on corrective resources list-
ings (for 14 publishers of basal readers) which provide informa-
tion location for all skills coded in the unit. A sample diag-
nostic grouping sheet and skill coding sheets assist teachers
in grouping students for instruction. A list of student recre-
ational reading materials is given and supplementary instruction-
al materials and suggested games and activities are provided for
each grade level. A professional reading list is included. This
research was supported under Title III of the Elementary and
Secondary Act. (CM)

94. ED 023 568   RE 001 482
   Smith, Carl B., Comp.
   Title III (PACE) Projects on Reading, 1967. ERIC/CRIER Reading
      Review Series, Volume 2, Bibliography 13.
   Indiana Univ., Bloomington. ERIC Clearinghouse on Reading.
   Spons Agency--Office of Education (DHEW), Washington, D. C.
      Bureau of Research.
   Pub Date Aug 68
   Note--87p.

   EDRS Price MF-$0.50 HC-$4.45

   Descriptors--Communication Skills, *Curriculum Development,
      Developmental Reading, *Educational Innovation, *Grants,
      Inservice Programs, Instructional Materials Centers, Learning
      Difficulties, Reading Centers, Reading Clinics, *Reading Pro-
      grams, Remedial Reading, *School Community Programs, Youth
      Programs

   Identifiers--Elementary and Secondary Education Act, Projects To
      Advance Creativity in Education, Title III.

   One hundred and fourteen planning and operational grants related
   to reading which were approved during the fiscal year 1967 are
   listed. "Pacesetters in Innovation, Fiscal Year 1967" was re-
   viewed, and all reading-related documents were selected for

inclusion. The bibliography is a complete listing of all PACE projects related to reading which were reported for 1967. Each entry includes citation data, index terms, and a descriptive abstract of the contents of the document. All documents reported are available from National Cash Register, ERIC Document Reproduction Service, 4936 Fairmont Avenue, Bethesda, Maryland 20014. Complete information on microfiche and hardcopy prices is included with each document, along with the ES number necessary for ordering the document. (JB)

95. ED 024 522   RE 001 249
    Aaron, I. E.
    Sequence of Reading Skills in Reading: Is There Really One?
    Pub Date 27 Apr 68
    Note--19p.; Paper presented at International Reading Association
        conference, Boston, Mass., April 24-27, 1968.

    EDRS Price MF-$0.25 HC-$1.05

    Descriptors--Basic Reading, Individualized Reading, Initial Teach-
        ing Alphabet, Language Experience Approach, Linguistics, *Lit-
        erature Reviews, Perceptual Development, Phonics, *Reading
        Skills, *Sequential Reading Programs, Sight Method, Visual
        Perception, Word Study Skills

    Selected recent research studies are reviewed under the follow-
    ing headings: (1) perception pretraining for reading, (2) hier-
    archical arrangement of reading skills, (3) comparisons of sug-
    gested sequences of different basal series, (4) code versus
    meaning emphasis in beginning reading, and (5) the relative
    effectiveness of methods involving sequential development. Al-
    though many experts believe that there is sequence in learning
    the reading skills, most of the studies cited in this review were
    not designed to investigate this specific problem. No final con-
    clusions or evaluations are made. Fifty-four references are
    included. (RJ)

96. ED 024 523   RE 001 256
    Austin, Mary C.
    Preparing Teachers of Reading and Reading Specialists.
    Pub Date Apr 68
    Note--12p.; Paper presented at International Reading Association
        conference, Boston, Mass., April 24-27, 1968.

    EDRS Price MF-$0.25 HC-$0.70

Descriptors--Methodology, Professional Continuing Education, *Pro-
fessional Education, *Reading Instruction, *Specialists, *Teacher
Education Curriculum

There is an immediate need for improving the training of reading
teachers and specialists. A new program should provide additional
instruction at the undergraduate and graduate levels. Preservice
teachers whether elementary or secondary, need some formal educa-
tion in the teaching of reading. Graduate reading specialists
should have (1) a minimum of a master's degree, (2) demonstrated
success in the classroom, (3) an apparent desire for personal
growth, and (4) skill in gaining the respect of and empathy with
teachers and pupils. In addition, they should fulfill the stan-
dards of the International Reading Association. The graduate
training should be on a full time basis for ,8 to 24 months.
There should also be access to further education and to other
forms of professional stimulation. To be successful, the pro-
gram should include not only improved curricula, but also im-
proved methodology and internship experiences, and it must be sup-
ported at the local, state, and national levels. (BS)

97. ED 024 524   RE 001 284
    Sheldon, William D.   And Others
    Comparison of Three Methods of Teaching Reading in the Second
       Grade.
    Syracuse Univ., N. Y.
    Spons Agency--Office of Education (DHEW), Washington, D. C.
       Bureau of Research.
    Report No--CRP-3231
    Bureau No--BR-5-0582
    Pub Date 67
    Contract--OEC-6-10-076
    Note--194p.

    EDRS Price MF-$0.75 HC-$9.80

    Descriptors--Basic Reading, Creative Writing, Linguistics, Oral
       Reading, Phonics, *Primary Grades, *Reading Achievement, Read-
       ing Comprehension, *Reading Difficulty, *Reading Instruction,
       Reading Materials, Remedial Reading, Spelling, Teaching Quality,
       *Word Recognition

    The reading achievement of 376 second graders and the perform-
    ances in oral reading and creative writing of 150 randomly select-
    ed subjects taught by three different methods were studied. All
    three approaches (basal reader, modified linguistic, and linguis-
    tic) were effective for reading instruction at the second-grade

level. The largest differences in achievement observed were differences in classroom means within treatment groups. An addendum supplementing the original report describes a modified continuation of the study which examined the reading achievement of 376 third-grade children relative to different methods of instruction received in grades 1 and 2. The addendum also describes the characteristics of 106 disabled readers among the third-grade population. These disabled readers could have been identified as potential reading failures at the beginning of first grade on the basis of objective measures. This study confirms the results of the first- and second-grade studies that none of the three approaches is entirely successful in teaching all children to read and that the teacher variable is a most important factor. A bibliography is included. (KJ)

98. ED 024 525   RE 001 305
    Balmuth, Miriam
    Visual and Auditory Modalities: How Important are They?
    Pub Date 27 Apr 68
    Note--17p.; Paper presented at International Reading Association
       conference, Boston, Mass., April 24-27, 1968.

    EDRS Price MF-$0.25 HC-$0.95

    Descriptors--Aural Learning, *Beginning Reading, *Intermode Dif-
       ferences, *Reading Achievement, Reading Readiness, *Response
       Mode, Sight Method, Visual Learning

    Research conducted over the past 80 years is examined to answer three questions on sensory modality as it relates to reading. In the 18 studies reviewed which relate to the superiority of one modality over another, there was no consensus regarding the relative effectiveness of modalities among adults. The evidence leans toward greater effectiveness of the visual modality among children. The review of eight studies which compared the effectiveness of the simultaneous use of more than one modality with the use of one modality alone revealed a problem in the definitions of modalities as used by different investigators. The results of these studies, however, generally support a combination of visual and auditory modes. Eight studies are reviewed which relate modality to reading ability. These studies suggest that while modality and perceptual skills are very important as factors in the early stages of reading instruction, cognitive abilities are more significant during the middle elementary grades. References are included. (RJ)

99. ED 024 526   RE 001 370
    Brenneman, Roger L.
    A Comparative Study of the Reading Interests of Amish and English
      Sixth Graders.
    Pub Date 9 May 58
    Note--41p.

    EDRS Price MF-$0.25   HC-$2.15

    Descriptors--*Family Environment, Family Influence, *Grade 6,
      *Mass Media, *Reading Interests, Recreational Activities,
      Recreational Reading, *Religion

    The reading interests of a sixth-grade class of 12 Amish and
23 non-Amish children in a rural school in northern Indiana were
compared to determine the impact of home environment and the mass
media on children's reading interests. Data gathered through
questionnaires and records of books read within a period of 4
weeks showed that reading ranked highest as a leisure time activi-
ty among the Amish children and non-Amish girls. Television view-
ing was a first choice for the non-Amish boys and a second choice
for the non-Amish girls. On the average, a greater number of
books was read by the Amish children. Hobbies were not mentioned
as leisure time interests by the Amish children. Amish boys pre-
ferred animal and sport stories; Amish girls chose biographies
and family and home stories. The non-Amish children read in more
interest areas and favored mysteries, biographies, and stories of
other lands and people. These results point out the strong in-
fluence of a strict religious home environment on children's
recreational activities and interests. (NS)

100. ED 024 527   RE 001 385
     Vernon, Magdalen D., Comp.
     Visual Perception and Its Relation to Reading: An Annotated
       Bibliography.
     International Reading Association, Newark, Delaware.
     Report No--IRA-AB-11
     Pub Date 66
     Note--12p.
     Available from--International Reading Association, 6 Tyre Ave.,
       Newark, Delaware 19711 (50 cents to members, 75 cents to non-
       members).

     Document Not Available from EDRS.

     Descriptors--*Adults, *Annotated Bibliographies, *Children,
       *Reading Achievement, Retarded Readers, Visual Discrimination,
       *Visual Perception, Visual Stimuli, Word Recognition

This annotated bibliography on visual perception and its relation to reading is composed of 55 citations ranging in date from 1952 to 1965. Its divisions include Perception of Shape by Young Children, Perception of Words by Children, Perception in Backward Readers, and Perception of Shapes, Letters, and Words by Adults. Listings which include journal articles, books, and monographs are arranged alphabetically according to author within each category. Introductory remarks by the compiler are included before the divisions. (BS)

101. ED 024 528   RE 001 418
Rosenshine, Barak
New Correlates of Readability and Listenability.
Pub Date Apr 68
Note--17p.; Paper presented at International Reading Association conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-$0.25 HC-$0.95

Descriptors--Evaluation Criteria, *Readability, Reading Comprehension, Reading Difficulty, *Reading Level, *Reading Material Selection, Textbook Selection

 Horizontal readability, the analysis of essentially similar passages through classification of words and phrases according to their cognitive similarity, is discussed in relation to its usefulness in differentiating among materials designed for the same reading level. Three studies of horizontal readability in which passages were rated for high and low comprehension are described. Research findings indicated five variables of reading difficulty. (1) Vagueness, which resulted from indeterminate qualifiers and probability words, lowered comprehension. (2) Explaining links such as prepositions and conjunctions, which indicated that the cause, result, or means of an event or idea was being presented, raised comprehension. (3) The frequent use of examples produced greater understanding. (4) A rule-example-rule pattern of explanation was more effective than either inductive or deductive explanation. (5) The elimination of irrelevant sentences facilitated comprehension. It is noted that experimental research will be necessary to further clarify these findings, but it is recommended that the findings be implemented now for textbook evaluation. References are listed. (BS)

102. ED 024 529   RE 001 422
Webster, Staten W.

Research in Teaching Reading to Disadvantaged Learners: A
   Critical Review and Evaluation of Research.
Pub Date 25 Apr 68
Note--33p.; Paper presented at International Reading Association
   conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-$0.25 HC-$1.75

Descriptors--Behavior Change, Cultural Factors, *Economically
   Disadvantaged, Elementary Grades, *Environmental Influences,
   Identification, *Learning Difficulties, Preschool Children,
   Program Evaluation, Reading Difficulty, *Reading Programs,
   Reading Skills, Secondary Grades, *Teacher Influence

   This review of reading research literature deals with three
major areas. First, 10 problems that inhibit the educational
development of disadvantaged learners are identified and dis-
cussed. Secondly, programs designed to aid these students are
reviewed. They include reading programs for preschool, ele-
mentary school, and secondary school age groups and for young
adults. Research dealing with the attractiveness of certain
reading content and with the effects of teacher behavior is
included in this section. Finally, the research presented in
the first two sections is evaluated. It is concluded (1) that
most reading programs for the disadvantaged learner fail to
consider his characteristic learning problems, (2) that not
enough emphasis is placed on specific behavioral modifications
desired in the student, (3) that disadvantaged students often
are not properly identified, (4) that too little emphasis is
placed on differences in teacher competencies, interests, and
attitudes, and (5) that too many programs are of a "one-shot
nature." Longitudinal studies of reading efforts are needed.
A bibliography is included. (BS)

103. ED 024 530   RE 001 444
     Fried, Marian   And Others
     Developmental Reading in Social Studies: U. S. Become a World
        Leader. A Guide for Teachers, Grade 8, Revised.
     Sewanhaka Central High School District Number 2, Nassau County,
        N. Y.
     Pub Date 65
     Note--99p.

     EDRS Price MF-$0.50 HC-$5.05

     Descriptors--*Content Reading, Context Clues, *Grade 8, Junior
        High Schools, Reading Comprehension, *Reading Instruction, *So-
        cial Studies, Study Skills, *Teaching Guides, Vocabulary
        Development

This unit guide, seventh in a series of seven, is designed to provide eighth-grade social studies teachers with materials that develop the facts, attitudes, and concepts of social studies and that also present reading and study skills instruction. Information about the United States as a world leader is presented along with reading exercises in assigned chapters of "This is America's Story" by Wilder and Ludlom, a text to be used with average classes, and "Exploring America's History" by Schwartz and O'Connor, a text to be used with modified classes. New vocabulary words are introduced at the beginning of each chapter. Exercises provide practice in (1) making generalizations, (2) interpreting pictures, charts, and maps, (3) outlining, (4) reading under direction, and (5) the SQ3R study method. Questions directed to organization, cause and effect, and sequence and analogy are given. Combined questions applicable to both textbooks are also provided. (RT)

104. ED 024 531   RE 001 462
Johnson, Marjorie Seddon, Ed.   Kress, Roy A., Ed.
Significant Issues in Reading. Proceedings of the Annual Reading Institute at Temple University of the Commonwealth System of Higher Education, Volume 5, 1966.
Temple Univ., Philadelphia, Pa.
Pub Date 68
Note--119p.
Available from--Reading Clinic, Department of Psychology, Temple University, Philadelphia, Pa.

Document Not Available from EDRS.

Descriptors--*Beginning Reading, Class Organization, *Comprehension, *Content Reading, *Educationally Disadvantaged, *Evaluation, Linguistics, Reading Materials, Remedial Reading, Research, Study Skills, Vocabulary Development, Word Recognition

The 12 papers in this volume examine issues of import in the field of reading by first identifying and defining the crucial issues and then by providing for their illumination. Some issues discussed are comprehension, evaluation, research, and vocabulary. Also discussed are beginning reading, remedial reading, reading materials, word recognition, content reading, and study skills. Other issues include educationally disadvantaged preschool children and a linguistic approach to reading. Attention is directed to continuing problems to be faced in helping students toward maximum achievement in the field of reading. (RT)

105. ED 024 532   RE 001 472
     Whipple, Gertrude, Comp.   Black, Millard H., Comp.
     Reading for Children Without--Our Disadvantaged Youth. Reading
        Aids Series, No. 3.
     International Reading Association, Newark, Delaware.
     Report No--IRA-RA-3
     Pub Date 66
     Note--60p.
     Available from--International Reading Association, 6 Tyre Ave.,
        Newark, Delaware 19711 ($1.75 to members, $2.00 to nonmembers).

     Document Not Available from EDRS.

     Descriptors--*Culturally Disadvantaged, Instructional Aids, In-
        termediate Grades, *Language Development, Library Services,
        Preschool Programs, Primary Grades, *Reading Instruction,
        *Reading Programs, Remedial Reading, Secondary Grades

     Successful reading practices and programs for culturally dis-
     advantaged children are discussed by five authorities in the
     field. The first section, written by Gertrude Whipple, defines
     the kinds of pupils considered to be culturally disadvantaged,
     tells why they need a special program, and outlines the type of
     program needed. Three sections deal with suitable classroom
     activities and materials for these children. The primary section
     is written by Patricia Eastland, Detroit Public Schools; the mid-
     dle grades section by Leonore Wirthlin, Cincinnati Public Schools;
     and the secondary schools section by Gertrude L. Downing, Queens
     College. The last section, by Millard Black and Gertrude Whip-
     ple, describes 10 reading programs, some that are schoolwide and
     others that are school-system-wide. Some of the programs are
     operated by the public schools and others by private groups such
     as churches. References are included. (JB)

106. ED 024 533   RE 001 473
     Dawson, Mildred, Ed.
     Children, Books and Reading. Perspectives in Reading, No. 3.
     International Reading Association, Newark, Delaware.
     Report No--IRA-PR-3
     Pub Date 64
     Note--156p.
     Available from--International Reading Association, 6 Tyre Ave.,
        Newark, Delaware 19711 ($3.00 to members, $3.50 to nonmembers).

     Document Not Available from EDRS.

Descriptors--*Childrens Books, Elementary School Teachers,
   *Independent Reading, *Instructional Aids, Libraries, *Litera-
   ture Appreciation, Literature Programs, Parent Role, Princi-
   pals, Reading Consultants, Reading Material Selection, Recrea-
   tional Reading, School Superintendents

The need to develop in children a desire to read and an
appreciation of worthwhile reading materials is discussed. Each
chapter is written by an authority and covers a different aspect
of children's library book reading. Topics discussed include:
the courage and valor of characters in books and the importance
of these to children, and the authors of children's books and
qualities they must bring to their work; the need for teachers
to know children's books, their students' needs, and the school's
library facilities; the process of helping children to choose
suitable books; the role of parents in reading; the school's
responsibilities, such as providing basic instruction, teacher
training, and library and other resource facilities; the roles
of the principal, superintendent, and reading consultant; the
development of a comprehensive literature program; and the use of
research in children's literature. A bibliography is included.
(JB)

107. ED 024 534   RE 001 476
      Fry, Edward B.
      Reading Words With Vowels Missing and with Consonants Missing.
      Pub Date 68
      Note--16p.

      EDRS Price MF-$0.25 HC-$0.90

      Descriptors--*Consonants, Elementary School Students, *Oral
        Reading, Phonics, *Readability, *Vowels, *Word Recongition

      The relative importance of vowels in reading versus the rela-
tive importance of consonants was investigated by comparing the
scores on the oral reading of a passage from which all vowels
had been removed with the scores on the oral reading of the same
passage from which all consonants had been removed. Scores for
reading the passage with whole words were also recorded. Sub-
jects were 128 Boston elementary summer school pupils and a small
group of adults. It was found that the passage without the
vowels was much easier to read than the passage without the
consonants. A review of related studies and a discussion of
implications for phonics teaching systems in beginning reading
and for alphabet reform are given. Tables and references are
included. (Author/CM)

108. ED 024 535   RE 001 478
     Kling, Martin
     Research in Secondary Reading.
     Pub Date 68
     Note--11p.; Reprint of chapter 10 of "Reading in the Secondary
       School," 1968 Yearbook of the New Jersey Secondary School
       Teachers Association.

     EDRS Price MF-$0.25 HC-$0.65

     Descriptors--Bibliographies, Cognitive Processes, Educational
       Trends, *Reading Processes, *Reading Research, Reading Speed,
       *Research Needs, *Resource Materials, *Secondary Grades

       Summers' annotated bibliographies of secondary reading (1963,
     1964), "Review of Educational Research," "Journal of Reading,"
     ERIC/CRIER, and "Research in Education" are listed as resources
     for all phases of reading. A shifting of trends in the nature
     and scope of research topics in secondary reading is noted,
     with diagnosis and treatment, readability, and reading in high
     school indicated as the most frequently researched areas from
     1940 to 1960. The most significant theoretical-empirical study
     in reading at the secondary level is judged to be "Speed and
     Power of Reading In High School" by Holmes and Singer, a study
     based on the substrata-factor theory of reading. This study re-
     veals that more is known about power of reading than about speed
     of reading and that different criterion groups--i.e. boys and
     girls--mobilize different sets of subabilities within their sepa-
     rate working systems in order to read for speed. This substrata
     analysis provides strategies for curriculum development and em-
     phasizes what variables might be taught for various criterion
     groups. Bibliotherapy, critical reading, and flexibility are
     listed, among others, as areas of needed research. Charts, tables,
     and a list of references are included. (RT)

109. ED 024 536   RE 001 481
     Bloomer, Richard H.   Bernazza, A. M.
     Reading and Typing: A Linguistic Reading-Typewriting Program
       for Beginning Readers. Volume 1, Teachers Edition.
     Connecticut Univ., Storrs.
     Pub Date 67
     Note--137p.
     Available from--The Olivetti-Underwood Corporation, 1 Park Ave.,
       New York, N. Y.

     Document Not Available from EDRS.

Descriptors--Auditory Discrimination, *Beginning Reading, Context Clues, Linguistics, Orthographic Symbols, Phonics, Reading Games, *Reading Instruction, *Reading Programs, *Teaching Machines, Typewriting, Visual Discrimination, *Word Recognition

A linguistic reading-typewriting program for beginning readers is described. It is based on the idea that combining reading and typing into a single program allows the child the benefit and motivation of learning to read that which he writes and to write that which he reads. It provides the child an opportunity to develop his own experience stories and to do independent reading and writing at an early age. This system integrates the typewriter with the "progressive part" phonetic system in which each new concept of learning is combined with all prior learnings into increasingly more complex experiences. The teaching unit for the program is the letter and its sound. Correct typewriter technique is emphasized. Games and exercises are designed to give the children practice in visual and auditory discrimination, two-letter blending, and combination sounding. Practice is also given in forming and recognizing new words, understanding word meanings, and using context clues in sentences. (RT)

110. ED 024 537   RE 001 483
   Laffey, James L., Comp.
   Research on Reading in the Content Fields: General and Other
    Subjects. ERIC/CRIER Reading Review Series, Volume 2,
    Bibliography 12.
   Indiana Univ., Bloomington, ERIC Clearinghouse on Reading.
   Spons Agency--Office of Education (DHEW), Washington, D. C.
    Bureau of Research.
   Pub Date Oct 68
   Note--119p.

   EDRS Price MF-$0.50 HC-$6.05

   Descriptors--*Content Reading, Critical Reading, Language Arts,
    Mathematics, Newspapers, Readability, *Reading Programs, *Reading Research, *Reading Skills, Sciences, Social Studies, Vocabulary

   A bibliography, with descriptive abstracts, of articles dealing with research on reading in the content fields is presented. The listing is divided into two parts: a bibliography from research literature which focuses on general content reading skills and an "Other Subjects" bibliography selected from literature dealing with areas other than the basic curriculum areas of mathematics, science, language arts, literature, and social studies.

Each bibliography contains two parts: documents from six basic
ERIC/CRIER references and documents from a seventh ERIC/CRIER
reference providing access to material written on the topics
prior to 1950. Each contains an author index. The seven basic
ERIC/CRIER references are described, and the availability of
documents within each is noted. (JB)

111. ED 024 538   RE 001 484
     Laffey, James L., Comp.
     Research on Reading in the Content Fields: Mathematics, Science,
        and Social Studies, ERIC/CRIER Reading Review Series, Volume
        2, Bibliography 10.
     Indiana Univ., Bloomington. ERIC Clearinghouse on Reading.
     Spons Agency--Office of Education (DHEW), Washington, D. C.
        Bureau of Research.
     Pub Date Jul 68
     Note--128p.

     EDRS Price MF-$0.75 HC-$6.50

     Descriptors--*Annotated Bibliographies, *Content Reading, Mathe-
        matics, *Reading Research, *Research Reviews (Publications),
        Sciences, Social Studies

     Three bibliographies, each of which is divided into two parts,
     provide information on reading in the content areas of mathemat-
     ics, science, and social studies. The first part contains ab-
     stracts of documents selected from six ERIC/CRIER basic references.
     The second part lists annotated materials from a seventh refer-
     ence in order to provide some access to literature on the topic
     prior to 1950. Entries are arranged alphabetically according to
     author, and each bibliography contains an author index. A com-
     plete description of the seven ERIC/CRIER basic references and
     the availability of the documents within each reference are given.
     (WB)

112. ED 024 539   RE 001 485
     Harris, Larry A., Comp.
     Research on Reading in the Content Fields: Language Arts and
        Literature. ERIC/CRIER Reading Review Series, Volume 2, Bib-
        liography 11.
     Indiana Univ., Bloomington. ERIC Clearinghouse on Reading.
     Spons Agency--Office of Education (DHEW), Washington, D. C.
        Bureau of Research.
     Note--227p.

EDRS Price MF-$1.00 HC-$11.45

Descriptors--Childrens Books, *Content Reading, *Language Arts,
  Language Development, Linguistics, Listening, *Literature,
  Literature Appreciation, Poetry, Readability, Reading In-
  struction, *Reading Research, Short Stories, Tests

Two bibliographies, each of which is divided into two parts,
provide information on reading in the content areas of language
arts and literature. The first part contains abstracts of docu-
ments selected from six basic ERIC/CRIER references. The second
part lists annotated materials from a seventh reference in order
to provide access to literature on the topics prior to 1950. An
author index is also provided for each bibliography. Complete
descriptions of the seven ERIC/CRIER basic references and the
availability of the documents within each reference are included.
(JB)

113. ED 024 540   RE 001 486
      Koenke, Karl
      The Effects of a Content-Relevant Picture on the Comprehension
        of the Main Idea of a Paragraph. Report From the Reading
        Project.
      Wisconsin Univ., Madison. Research and Development Center for
        Cognitive Larning.
      Spons Agency--Office of Education (DHEW), Washington, D. C.
        Bureau of Research.
      Report No--WRDCCL-TR-56
      Bureau No--BR-5-0216
      Pub Date Jun 68
      Contract--OEC-5-10-154
      Note--41p.

      EDRS Price MF-$0.25 HC-$2.15

      Descriptors--Grade 3, Grade 6, Pictorial Stimuli, *Readability,
        *Reading Comprehension, *Reading Instruction, *Reading Research,
        *Visual Learning, Visual Perception

      The importance of content-relevant pictures in the comprehen-
      sion of the main idea of a paragraph was investigated. Various
      reading conditions were constructed which contained a paragraph,
      a picture, or both, each with three types of instructions. In
      addition, the effects of paragraph readability, student grade
      placement (grade 3 and 6), and sex were examined. An analysis
      of variance of the main idea responses to the pictures showed

that in general there were no significant differences between
boys and girls or between third and sixth graders. Responses to
one picture were better than responses to the other two, but only
for sixth-grade subjects. The analysis of variance of ratings
of the responses to the paragraphs with/without pictures and
directions did not affect the adequacy of main idea responses.
Although both readability and grade effects were significant,
post hoc analyses showed that reading basic paragraphs led to
significantly better main idea responses only among the sixth
graders and that the significantly higher boys' mean accounted
for the difference. (Author/WB)

114. ED 024 541   RE 001 487
Otto, Wayne
Overview of the Wisconsin Prototypic System of Reading Instruc-
    tion in the Elementary School. Report From the Reading Pro-
    ject.
Wisconsin Univ., Madison. Research and Development Center for
    Cognitive Learning.
Spons Agency--Office of Education (DHEW), Washington, D. C.
    Bureau of Research.
Report No--WRDCCL-PP-5
Bureau No--BR-5-0216
Pub Date Aug 68
Contract--OEC-5-10-154
Note--76p.

EDRS Price MF-$0.50 HC-$3.90

Descriptors--Grouping (Instructional Purposes), Inservice Teacher
    Education, *Reading Materials, *Reading Skills, *Reading Tests,
    *Sequential Reading Programs, *Student Records, Teaching Pro-
    cedures, Traditional Schools

Identifiers--Wisconsin Prototypic System Of Reading Instruction

    Although refinement and development are to continue, the Wis-
consin Prototypic System is now at the point where it can serve
as a basis for a reading program, particularly where there is
to be strong emphasis on individually guided instruction. This
report discusses the rationale and assumptions underlying the
system and lists its component parts: an outline of reading
skills, an individual skill development record that stays with
the child from grades K through 6, prototypic exercises for the
assessment of reading skills (reductions of the exercises are
included in the report), the Wisconsin Expanding Inventory of
Reading Development for use in group assessment of reading skills,

and a compendium of materials and procedures. Inservice preparation of staff, grouping for instruction, and implementation in the multiunit school and the traditional school are also discussed. Further areas of research are suggested. (WB)

This exploratory multivariable comparison of an augmented structural (Stern and Gould) and an enriched basal (Winston) program was conducted with two matched classes of low to average ability disadvantaged children in grades 1 and 2. At the end of grade 1 the basal class rated significantly superior on the Gates-MacGinitie Comprehension Test and the California Test of Mental Maturity. The structural class rated significantly superior on the Structural Reading Achievement Test and in the number of words written on the writing sample. At the end of grade 2 significant differences favored the structural class in spelling ability and in the desire to write words and stories instead of to color pictures. Analysis of covariance, with mental ability controlled, showed the structural class to be equal or superior on most measures of the study. Consistent findings favoring the structural class in reading and writing samples were confirmed by a study of the progress of the lowest five readers in each class. The researchers inferred that the growth of the structural class in language components and their favorable academic work habits suggested that the structural method provided a stronger foundation in language skills for these disadvantaged children. References and appendixes are included. (BS)

116. ED 024 543   RE 001 489
        Otto, Wayne   Barrett, Thomas C.
        Two Studies of Children's Ability to Formulate and State a
            Literal Main Idea in Reading. Report from the Reading Project.
        Wisconsin Univ., Madison. Research and Development Center for
            Cognitive Learning.
        Spons Agency--Office of Education (DHEW), Washington, D. C.
            Bureau of Research.
        Report No--WRDCCL-TR-57
        Bureau No--BR-5-0216
        Pub Date Jun 68
        Contract--OEC-5-10-154
        Note--32p.

        EDRS Price MF-$0.25 HC-$1.70

        Descriptors--Concept Formation, *Elementary School Students,
            *Reading Comprehension, *Reading Processes, *Reading Research,
            Reading Skills

        The two reported studies examined children's approaches to and
        success in conceptualizing a literal main idea in reading. The
        first study examined elementary pupils' ability to formulate a
        main idea for brief, carefully controlled paragraphs written with
        one specific but unstated main idea. The study revealed that al-
        though subjects' grade placement and paragraph readability were
        critical factors in determining response quality, the children's
        main idea responses were generally of low quality. In the second
        study second- and fifth-grade students were asked to formulate
        hypotheses about the main idea after each successive sentence of
        a paragraph was presented. This study revealed that relatively
        few subjects were successful in formulating a high level main
        idea statement and that children may have no clear conception of
        what a main idea ought to be. It was suggested that systematic
        teaching designed to channel pupils' energies in formulating main
        idea statements would yield worthwhile results. Background in-
        formation, methodology employed, and paragraphs used in the study
        are included. (RT)

117. ED 024 544   RE 001 490
        Blackman, Charles, Comp.
        Reading Readiness, Achievement and Diagnostic Tests.
        Missouri State Dept. of Education, Jefferson City.
        Pub Date 68
        Note--19p.

        EDRS Price MF-$0.25 HC-$1.05

Descriptors--*Achievement Tests, *Diagnostic Tests, Educational
Testing, *Reading Readiness Tests, *Reading Tests, Standardized
Tests, Supplementary Reading Materials, Testing Programs, *Test
Selection

This list of tests was compiled as a reference for those per-
sons responsible for the planning of testing programs or evalua-
tion. Although it is not intended to be all-inclusive, 12 read-
ing readiness, 15 reading achievement, 9 diagnostic, and 10
achievement batteries are described. Two programs of supple-
mentary materials are mentioned. Information on publisher, grade,
scores provided, subtests, and time is given. It is suggested
that this list be used to initially determine several tests and
that specimen sets of these be secured for examination before a
final selection is made. (CM)

118. ED 024 545   RE 001 491
Report for the First Year of a Project to Provide New Motivation
for Reading Through Library Services in Overcrowded Elementary
Schools, Title III, Public Law 89-10.
Saint Louis Board of Education, Mo.
Spons Agency--Office of Education (DHEW), Washington, D. C.
Report No--DPSC-67-3076
Pub Date May 68
Grant--OEG-3-7-673076-2678
Note--73p.

EDRS Price MF-$0.50 HC-$3.75

Descriptors--*Elementary School Libraries, Library Programs,
Library Services, *Motivation, *Reading Interests, *Reading
Materials, *Supplementary Reading Materials, Tutoring, Volun-
teer Training

This ESEA Title III library program was designed to motivate
the reading of elementary school pupils in the St. Louis, Mis-
souri, schools. Main features of the program included (1) cen-
talized processing of library materials; (2) establishment of a
library services center; (3) establishment of libraries in 12
overcrowded elementary schools, (4) employment of library aides;
(5) use of volunteers in motivating children to read; (6) ap-
plication of the "corridor concept" by utilizing hall space for
book storage and library displays; and (7) inservice training
for library aides and volunteers. Evaluation showing a favorable
response was made through the use of questionnaire responses from
principals and faculty members of the participating schools and
through circulation data. Appendixes are included. (WB)

119. ED 024 546   RE 001 492
     Kling, Martin
     General Open Systems Theory and the Substrata-Factor Theory
       of Reading.
     International Reading Association, Newark, Delaware.
     Pub Date 66
     Note--45p.; Reprint from Highlights of the Preconvention
       Institutes, 1965, Albert J. Kingston, ed.
     Available from--International Reading Association, 6 Tyre Ave.,
       Newark, Delaware 19711

     Document Not Available from EDRS.

     Descriptors--*Models, *Reading, Reading Processes, *Systems
       Analysis, *Systems Approach, *Systems Concepts, Theories

     Identifiers--Open Systems Theory, Substrata Factor Theory

     This study was designed to extend the generality of the Sub-
     strata-Factor Theory by two methods of investigation: (1)
     theoretically, to establish the validity of the hypothesis that
     an isomorphic relationship exists between the Substrata-Factor
     Theory and the General Open Systems Theory, and (2) experi-
     mentally, to discover through a series of substrata analyses
     the patterns of interaction by which a set of subject matter
     areas mutually and reciprocally support each other. Eight postu-
     lates, fundamental to both the General Open Systems Theory and
     the Substrata-Factor Theory, were identified. It was concluded
     (1) that there was an isomorphic relationship between all postu-
     lates in the two theories; (2) that subject matter areas could
     be conceived of as suprasystems girded by diverse, yet funda-
     mentally related, subsystems; (3) that working system hierarchies
     were found for each content area manifesting quantitative and
     qualitative differences in organization of substrata sequences,
     amount of variance called for, and redundancy of particular
     variables; (4) that reciprocal interaction could be inferred
     from an X on Y and Y on X regression analysis; and (5) that the
     proration sequential technique might provide a basis for deter-
     mining the extent of a particular subsystem's impact on the supra-
     system. Suggestions for further research and a bibliography are
     included. (JB)

120. ED 024 547   RE 001 493
     Kling, Martin
     Reading and Basic Subject Matter Achievement of Job Corps Urban
       Center Trainees.
     Pub Date 67

Note--8p.; Reprint from 16th Yearbook of the National Reading
Conference, Junior College and Adult Reading Programs-Expanding
Fields.
Available from--National Reading Conference, Inc., Milwaukee,
Wisc. 53233

Document Not Available from EDRS.

Descriptors--*Adult Reading Programs, Disadvantaged Environment,
Disadvantaged Youth, Educational Legislation, *Educationally
Disadvantaged, Reading Achievement, Reading Instruction,
*Reading Programs, Testing

Identifiers--Job Corps

A description and evaluation of the educational achievement of
Job Corps trainees at Camp Kilmer, New Jersey, during a 3-month
period are given. Related literature is reviewed. Criteria for
choosing camp enrollees are stated, and a comparison is made of
the Kilmer Corpsmen and Corpsmen throughout the country which
shows Kilmer's to be slightly older and higher in achievement
than the average. Results of pretesting and post-testing are
presented, indicating no statistically significant differences
in reading, arithmetic, or language achievement. The idea of
compensating for disadvantaged education is discussed along with
the limitations of the study. Suggestions for further research
and a bibliography are included. (JB)

121. ED 024 548   RE 001 494
Geerlofs, Marjorie White   Kling, Martin
Current Practices in College and Adult Developmental Reading
Programs.
International Reading Association, Newark, Delaware.
Pub Date Apr 68
Note--11p.
Journal Cit--Journal of Reading; v11   n7   p517-520, 569-575
Apr 1968

Document Not Available from EDRS.

Descriptors--*Adult Reading Programs, *College Instruction, Col-
lege Programs, College Students, Developmental Reading, *Edu-
cational Practice, Reading Instruction, Reading Materials,
*Reading Programs, *Surveys

The results of a questionnaire survey of 246 college and adult
reading programs are presented. In 190 cases instruction was

conducted on a group basis. Completely individualized programs were reported by 16 institutions. Objectives were ranked by 172 institutions in the following order: comprehension, flexibility, rate, study skills, vocabulary, and other. Materials, methods, and course patterns were reported in detail. Tables show the frequently used workbooks and machines. The results are compared with other similar surveys in the areas of tests, instruments, and materials. The gap between theory and practice in reading is briefly discussed. References are included. (CM)

122. ED 024 549   RE 001 495
Early, Margaret J.
Teaching Comprehension Skills in Secondary School.
Pub Date 1 Nov 68
Note--13p.

EDRS Price MF-$0.25 HC-$0.75

Descriptors--Cloze Procedure, *Comprehension Development, Dis-
    cussion (Teaching Technique), Learning Processes, Oral Reading,
    Questioning Techniques, *Reading Comprehension, *Secondary
    Schools, Study Guides, *Teaching Methods

Understanding ideas, drawing inferences, and recognizing the author's organization and purpose are teachable comprehension skills. Prereading discussions can stimulate students to think before reading, to survey the material, and to raise questions which focus attention while reading. A study guide can develop comprehension through careful questioning which causes students to reason and to draw inferences, and post-reading discussions will allow students to develop thought processes as they verbalize their own thinking. Finally, practice in analyzing the learning process, work in oral reading, use of the cloze procedure, and time and practice help teachers to develop students' comprehen-
sion skills. (RT)

123. ED 024 550   RE 001 496
Silberberg, Norman   And Others
The Predictive Efficiency of the Gates Reading Readiness Tests.
Pub Date Jan 68
Journal Cit--The Elementary School Journal; v68 n4 p213-8
    Jan 1968

Document Not Available from EDRS.

Descriptors--Grade 1, Kindergarten, *Predictive Ability (Test-
ing), Predictive Validity, Reading Readiness, *Reading Readi-
ness Tests, *Reading Research, Testing

A study was conducted to determine which subtests of the Gates
Reading Readiness Tests have greatest predictive efficiency. An
experiment to assess the effect of training in reading readiness
on 222 kindergarten children (107 girls and 115 boys) provided
the data for the research. The experimental group received 2
months' reading readiness training; the control group received
none. Both groups were tested in April, June, and October. It
was found that the ability can be based almost wholly on the
Letters and Numbers subtest. It is suggested that this one test
be used to save time. It is also suggested that if similar tests
are similarly analyzed, and those portions which provide redun-
dant or slight information are eliminated, total testing time may
be greatly reduced. (JB)

124. ED 024 551   RE 001 498
Silberberg, Norman E.   Silberberg, Margaret C.
Case Histories in Hyperlexia.
Pub Date 68
Note--15p.

EDRS Price   MF-$0.25   HC-$0.85

Descriptors--Intellectual Development, Intelligence Factors,
    *Intelligence Level, *Reading Ability, *Reading Comprehension,
    Reading Development, Reading Difficulty, Reading Level, Read-
    ing Processes, *Stress Variables, *Word Recognition

Several case histories of hyperlexic children whose abilities
in word recognition are at a level significantly higher than
their general level of intellectual functioning are described,
and the impact of such a condition on the child is suggested as
an object of research. In the several cases presented, the
hyperlexia resulted in environmental stress. The potentiality
of later stress is expected to take the form of anxiety provoked
by unrealistic assessment of the child's abilities and by the
high-level demands placed on him by teachers and parents. Sev-
eral of the children described had been referred for testing as
gifted children on the basis of word recognition ability alone,
and one had been accelereated to a higher grade. One boy had
not been detected as dyslexic until the fourth grade when it
was found that although his word recognition was at grade level,
his reasoning and comprehension abilities were similar to those
of a high-level, educable mentally retarded child. This condition
is often not detected earlier because of the emphasis on word

Descriptors--*Autoinstructional Programs, Class Organization,
*Grouping (Instructional Purposes), Group Reading, Individual
Instruction, *Individualized Reading, Programed Materials,
Reading Achievement, Reading Instruction, *Reading Research,
*Teacher Role

Two prime factors are noted in the attainment of excellence in
education: (1) an excellent teacher and (2) a situation that
makes individualized instruction possible. Research studies
comparing such grouping methods as homogeneous, heterogeneous,
the Joplin Plan, team teaching, and nongrading are reviewed. The
author suggests that school organization plans of themselves can-
not provide for individual differences, but the more flexible
plans free the teacher to do so. The research studies on indi-
vidualized instruction are compared to show that this approach
is more effective than basal group teaching in some cases, but
equally or less effective in other cases. Some programs using
autoinstructional devices are explained. Included among the tenta-
tive conclusions are (1) individualized reading requires highly
competent teachers and (2) less capable pupils are less likely to
be successful in individualized reading than in more conventional
methods. An extensive bibliography is included. (CM)

127. ED 024 554   RE 001 501
Robinson, H. Alan, Comp.   Rauch, Sidney J., Comp.
Corrective Reading in the High School Classroom. Perspectives
  in Reading, No. 6.
International Reading Association, Newark, Delaware.
Report No--IRA-PR-6
Pub Date 66
Note--135p.
Available from--International Reading Association, 6 Tyre Ave.,
  Newark, Delaware 19711 ($3.00 to members, $3.50 to nonmembers).

Document Not Available from EDRS.

Descriptors--*Corrective Reading, Reading Consultants, *Reading
  Diagnosis, *Reading Instruction, *School Administration, *Sec-
  ondary Schools, Writing Exercises

This collection of papers presents many practical procedures
for improving secondary school instruction in the several content
areas. Topics included are principles and procedures in correc-
tive reading, diagnostic techniques, the role of a reading con-
sultant in the content areas, the use of writing to help poor
readers, corrective reading in the content areas, and administra-
tive questions about secondary school reading. An appendix lists

general references and specific subject area references for the classroom teacher's use in improving content instruction. Topical references follow individual articles. (RT)

128. ED 024 555   RE 001 502
     Herber, Harold L., Comp.
     Developing Study Skills in Secondary Schools. Perspectives in
        Reading, No. 4.
     International Reading Association, Newark, Delaware.
     Report No--IRA-PR-4
     Pub Date 65
     Note--169p.
     Available from--International Reading Association, 6 Tyre Ave.,
        Newark, Delaware 19711 ($3.00 to members, $3.50 to nonmembers).

     Document Not Available from EDRS.

     Descriptors--Audiovisual Aids, Organization, Reference Materials,
        *Secondary Schools, *Skill Development, *Study Skills, Word
        Study Skills

     This collection of papers identifies and crystalizes desirable
     elements in a strategy for developing effective study skills in
     secondary schools. It covers the major areas in study skills
     and contains practical suggestions for teachers. The topics in-
     cluded are emphasizing word study skills, using book parts, using
     sources of information, perceiving organizational patterns of
     written materials, and attacking study materials effectively.
     Also included are topics on utilizing visual aids for effective
     learning and establishing successful study skills programs. Refer-
     ences are included after each paper. (RT)

129. ED 024 556   RE 001 503
     Early, Margaret J., Ed.
     Reading Instruction in Secondary Schools. Perspectives in
        Reading, No. 2.
     International Reading Association, Newark, Delaware.
     Report No--IRA-PR-2
     Pub Date 64
     Note--149p.
     Available from--International Reading Association, 6 Tyre Ave.,
        Newark, Delaware 19711 ($3.00 to members, $3.50 to nonmembers).

     Document Not Available from EDRS.

Descriptors--Clinical Diagnosis, Content Reading, *Developmental
Reading, Organization, Problems, Program Evaluation, *Reading
Instruction, *Reading Programs, Reading Research, *Secondary
Schools

This collection of papers, written by specialists in the field,
presents information on significant topics in secondary reading.
Each paper is followed by a discussion which raises questions
and emphasizes points made in the paper. The topics covered in-
clude the establishment of an all-school reading program, instruc-
tion and class organization, special problems encountered, and
developmental reading instruction in the secondary school. Also
included are reading instruction in the content fields, clinical
studies of high school students' reading, evaluation of secondary
school reading programs, and significant reading research at the
secondary school level. References are included at the end of
each paper. (RT)

130. ED 024 557   RE 001 504
      Leedy, Paul D., Ed.
      College-Adult Reading Instruction. Perspectives in Reading,
        No. 1.
      International Reading Association, Newark, Delaware.
      Report No--IRA-PR-1
      Pub Date 64
      Note--153p.
      Available from--International Reading Association, 6 Tyre Ave.,
        Newark, Delaware 19711 ($3.00 to members, $3.50 to nonmembers).

      Document Not Available from EDRS.

      Descriptors--*Adult Reading Programs, Business Education,
        *Colleges, Developmental Reading, Elective Reading, Evaluation
        Techniques, Illiterate Adults, Reading Clinics, Reading Improve-
        ment, *Reading Instruction, Reading Materials, *Reading Research,
        Remedial Reading Programs, Speed Reading

      Papers dealing with topics relating to college and adult reading
      instruction and discussions of these papers by reading authorities
      who offer differing viewpoints are presented. Subjects treated
      include humanistic aspects of reading; materials and methods in
      use; current and future programs; programs operated by business
      and industry; illiteracy; evaluation methods, clinical techniques
      involving readiness, personality factors, motivation, interest,
      physical factors, and mental characteristics of college students;
      and a summary and evaluation of pertinent research at the college
      and adult level. Subject bibliographies are included. (JB)

131. ED 024 558   RE 001 505
     Berg, Paul C., Ed.   George, John E., Ed.
     Reading and Concept Attainment, Highlights of the 1967 Pre-
         Convention Institutes.
     International Reading Association, Newark, Delaware.
     Pub Date 68
     Note--53p.
     Available from--International Reading Association, 6 Tyre Ave.,
         Newark, Delaware 19711   ($1.50 to members, $1.75 to nonmembers).

     Document Not Available from EDRS.

     Descriptors--Abstract Reasoning, *Associative Learning, Child
         Development, *Concept Formation, *Concept Teaching, *Hypothesis
         Testing, Learning Characteristics, Learning Processes, Learning
         Theories, Logical Thinking, *Reading Instruction

     The three papers presented in this publication examine in depth
     the thought and practices that currently prevail in the special-
     ized areas of reading and concept attainment. Two of the papers
     deal with concept learning and the transformation of this know-
     ledge into instructional guidelines. The third paper considers
     the importance of concept attainment in reading and provides il-
     lustrations of teaching practices that should prove helpful to
     reading teachers. The teacher-learning factors involved are not
     only maturation and social interaction but also mental and physi-
     cal action and the ability of self-regulation. References are
     included after each article. (BS)

132. ED 024 559   RE 001 506
     Ladley, Winifred C., Comp.
     Sources of Good Books and Magazines for Children--An Annotated
         Bibliography.
     International Reading Association, Newark, Delaware.
     Report No--IRA-AB-7
     Pub Date 65
     Note--11p.
     Available from--International Reading Association, 6 Tyre Ave.,
         Newark, Delaware 19711 (50 cents to members, 75 cents to non-
         members).

     Document Not Available from EDRS.

     Descriptors--*Annotated Bibliographies, Bibliographies, *Book-
         lists, *Childrens Books, Elementary Grades, *Literature,
         Resource Guides, Secondary Grades.

This selective bibliography emphasizes lists of children's
books and magazines compiled from 1960 to 1964 and includes no
lists published before 1950. Short annotations describe the
age range, the arrangement of contents, and the usefulness of
each list. Specific lists named include only those published
separately as individual books or pamphlets. Magazine titles
are cited only as sources for current materials. Bibliogra-
phies designed specifically as sources of good books for poor
readers have been omitted because such lists are available in
the 1964 International Reading Association's publication
"Sources of Good Books for Poor Readers." Included are general
book lists, books about children's literature, lists of current
books, lists of specialized materials, and a directory of pub-
lishers. (Author/CM)

133. ED 024 560   RE 001 535
     Artley, A. Sterl
     Trends and Practices in Secondary School Reading: A Report on
        Recent Research.
     Indiana Univ., Bloomington. ERIC Clearinghouse on Reading;
        International Reading Association, Newark, Delaware.
     Spons Agency--Office of Education (DHEW), Washington, D. C.
        Bureau of Research.
     Pub Date 68
     Note--143p.
     Available from--International Reading Association, 6 Tyre Ave.,
        Newark, Delaware 19711 ($3.00 to members; $3.50 to nonmembers).

     EDRS Price MF-$0.75 HC Not Available from EDRS.

     Descriptors--Individualized Reading, Instructional Materials,
        Programed Instruction, Reading Ability, Reading Achievement,
        Reading Development, Reading Instruction, Reading Materials,
        Reading Programs, *Reading Research, Reading Skills, Remedial
        Reading Programs, *Research Reviews (Publications), *Secondary
        Grades

     Information from more than 180 research studies reported during
     the last decade is presented on (1) secondary school reading
     achievement, (2) status factors related to growth in reading,
     (3) progress of reading instruction, (4) instructional procedures,
     (5) student reading interests, and (6) secondary reading personnel
     preparation. The research suggests that a decline in reading
     growth, noted at the junior high level, results from the lack of
     systematic reading instruction beyond grade 6 and from the ab-
     sence of qualified reading personnel. It points out that a stu-
     dent's emotional, physical, and intellectual competencies, as well

as his reading purposes and communication abilities, are directly
related to reading growth. The cited studies are predominately
programs for the handicapped reader; these indicate that any
remedial approach must be multidimensional to meet multifaceted
needs. General program improvement suggestions include close in-
tegration of reading and content area material, sequential devel-
opment that provides for individual needs in all areas of reading
growth, and complete staff involvement. The use of a variety of
reading materials and methods, both mechanical and textual, is
recommended for reading instruction. More better-trained teachers
and books with contemporary themes are needed. A comprehensive
bibliography of studies cited is included.

134. ED 025 374   RE 001 262
     Hastings, Dorothy M. H.
     Significant Assets of Effective Teachers of Adult Reading.
     Pub Date Apr 68
     Note--12p.; Paper presented at International Reading Association
        conference, Boston, Mass., April 24-27, 1968.

     EDRS Price MF-$0.25 HC-$0.70

     Descriptors--Adult Educators, *Adult Reading Programs, Functional
        Illiteracy, *Illiterate Adults, Literacy Education, *Remedial
        Reading, *Teacher Characteristics, *Teacher Qualifications

     A basic consideration in selecting teachers of adult nonreaders
should be the characteristics of the adult nonreader. While
training and experience are essential, the most desirable charac-
teristics of the effective teacher do not necessarily require de-
grees, certificates, or coursework. An awareness of the adult
nonreader's attitudes, temperaments, motivations, family back-
ground, potentialities, and ultimate goals should enable the
teacher to cope with the student's needs. This should be strength-
ened by the teacher's personal qualities: (1) acceptance of his
own strengths, weaknesses, and responsibilities, (2) a genuine
appreciation of the student's interests, needs, and accomplish-
ments, (3) a wide range of interests, (4) compassion and empathy,
and (5) fairness to all students. The greatest potential, however,
could be the former students of adult education classes who suc-
ceeded while retaining insight into the problems and hopes of
functional illiterates. (NS)

135. ED 025 375   RE 001 277
     Smith, Phyllis W.

Self Concept Gain Scores and Reading Efficiency Terminal Ratios
as a Function of Specialized Reading Instruction or Personal
Interaction.
Pub Date Apr 68
Note--8p.; Paper presented at International Reading Association
conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-$0.25 HC-$0.50

Descriptors--Elementary School Students, *Individual Instruction,
Individualized Programs, *Interaction, *Reading Achievement,
Reading Instruction, *Self Concept, *Underachievers

The impact of specialized reading instruction or personal inter-
action upon reading efficiency ratios and self-concept scores was
studied. Eighty-five fourth-, fifth-, and sixth-grade boys of
average intelligence who were underachieving readers were placed
in one of three different groups--Reading Instruction, Personal
Interaction, or Control. The Reading Instruction Group received
instruction planned for an individual's specific needs; the se-
quential development of reading skills based upon successful ex-
periences was emphasized. The Personal Interaction Group received
no instruction, but participated in such pupil-teacher planned
activities as games, drawing, and tape recording. Each group met
for 25 half-hour sessions. The Control Group subjects attended
their regular classes only. Multiple linear regression analyses
were drawn. Gains in reading efficiency were made with all meth-
ods of instruction. The Reading Instruction method was superior
according to an informal reading inventory and to the Spaulding
Self-Concept Inventory. The Personal Interaction method proved
superior for a few subjects with low pretest Spaulding Self-
Concept Inventory scores. Some subjects with high self-concepts
were affected negatively upon removal from the classroom. Ref-
erences are included. (CM)

136. ED 025 376   RE 001 287
      Powell, William R.
      Selected Objectives for the First Course in Reading.
      Pub Date Apr 68
      Note--17p.; Paper presented at International Reading Association
      conference, Boston, Mass., April 24-27, 1968.

      EDRS Price MF-$0.25 HC-$0.95

      Descriptors--*Behavioral Objectives, *Course Objectives, *Early
      Reading, *Individualized Reading, Phonetics, Reading Diagnosis,
      *Reading Instruction, Student Evaluation, Syntax, Task Perform-
      ance, Teacher Education

The outcome of a first course in reading is proportionate to the quality of the course objectives and rationale. Since a first course in reading should achieve all its objectives in observable performance, the behaviorists' identification of goals with outcomes should guide the statement of objectives. Gaps between outcomes and objectives may be inevitable, but they can be partially bridged by an effective statement of rationale for the course. A rationale provides a point of view, a basic purpose for the course. Effective instruction depends on the quality of differential instruction which a teacher bases on data gathering, diagnosis, and decision making. The selection of objectives should be made from high frequency performance tasks having a good deal of intergrade level commonality. A first course in reading should emphasize the development of confidence toward the teaching of reading and a knowledge of the basic speech sounds and of the framework for phonetic and structural analysis. (WL)

137. ED 025 377   RE 001 333
Gold, Lawrence
The Implementation of a Regional Learning Disability Center for the Treatment of Pupils Who Manifest the Dyslexic Syndrome.
Pub Date Apr 68
Note--41p.; Paper presented at International Reading Association conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-$0.25 HC-$2.15

Descriptors--*Dyslexia, Elementary Education, Evaluation Methods, *Federal Programs, Reading Diagnosis, *Reading Difficulty, Regional Cooperation, Remedial Reading, *Remedial Reading Clinics

Identifiers--Gilmore Oral Reading Tests, Metropolitan Achievement Tests

The Learning Disability Center in Binghamton, New York, was established under the 1965 Elementary and Secondary Education Act. Specialized instruction is offered to all children reading 2 or more years below grade level in grades 3 through 6 and 1 year below grade level in grades 1 and 2. At the center, efforts are made to maintain communication with the classroom teachers. A comprehensive diagnostic report is developed and returned to the districts upon the child's entry, and a progress report is compiled every 3 months. The ratio of boys needing help in comparison to girls is eight to one, while 60 percent of all pupils enrolled in the clinic have repeated at least one

school year. Instruction techniques used at the center are eclectic, although there is a tendency to use a linguistic approach. Typewriters, tape recorders, record players, overhead projectors, and the Language Master (Bell and Howell) are used to aid remedial reading instruction. (WL)

138. ED 025 378   RE 001 352
     Robertson, Jean E.
     Teacher Education: Privileges and Problems Associated with
       Reading Programs in Developing Countries.
     Pub Date Apr 68
     Note--14p.; Paper presented at International Reading Association
       conference, Boston, Mass., April 24-27, 1968.

     EDRS Price MF-$0.25 HC-$0.80

     Descriptors--*Attitudes, Communication Problems, *Developing
       Nations, *Literacy, *Reading Instruction, Second Language
       Learning, Social Attitudes, Social Problems, *Teacher Education,
       Technological Advancement

     The problems of teacher education in developing nations are discussed. Blending new knowledge with cultural heritage so that the personal cultural synthesis demanded of new literates is effected without disrupting social structures is complicated by the language problem. The impact of the written word on a society dependent on oral communication results in resistance to change that restructures existing social organization. The problem of time needed by emerging nations is complicated by their impatience and desire for the best. A fourth problem lies in the consideration of personal and national needs. These problems are likened to familiar problems in reading instruction: (1) blending, (2) comprehension, (3) rate, and (4) personal reading satisfaction. They point up the need for the development of new sets of attitudes, for innovations which effect more rapid acceptance of change, and consideration of personal and national needs. More understanding and involvement by educators from developed nations is imperative for world understanding. (NS)

139. ED 025 379   RE 001 353
     Porter, Para
     Waco Head Start Program.
     Pub Date Apr 68
     Note--16p.; Paper presented at International Reading Association
       conference, Boston, Mass., April 24-27, 1968.

EDRS Price   MF-$0.25   HC-$0.90

Descriptors--*Elementary Education, *Federal Programs, Field Trips,
    Health Services, Language Development, Lunch Programs, Mathe-
    matics, Parent Participation, *Program Design, Science Activi-
    ties, Social Studies, *Socioeconomic Background

The Economic Opportunity Act of 1964 led to the formation of
three separate Head Start Programs in Waco, Texas. The first year,
1,500 children were involved. Of these, 40 percent were Negro,
30 percent Latin American, and 30 percent white. All teachers re-
ceived a week of preparatory study at the University of Texas.
The program involved four areas of concentration--(1) health ser-
vices, (2) two meals daily, (3) education emphasizing discovery
and experimentation, (4) parental involvement and social services.
The educational program ranged from planned and spontaneous dra-
matic play and field trips to social studies and math. The chil-
dren were encouraged to talk about their work or play throughout
the day. Parents were invited to participate in school activities,
about 85 percent of the parents attended open house. The success
of the Head Start Programs led to the establishment of day care
centers for 3-to 5-year-old children. Head Start made the curricu-
lum of the first and second grades in the Waco Public Schools more
flexible, especially in the area of discovery and experimentation.
(WL)

140. ED 025 380   RE 001 360
      Lloyd, Helene M.
      Is the Reading Instruction That We Are Providing the Disadvantaged
        Adequate?
      Pub Date Apr 68
      Note--17p.; Paper presented at International Reading Association
        conference, Boston, Mass., April 24-27, 1968.

      EDRS Price   MF-$0.25   HC-$0.95

      Descriptors--Classroom Environment, *Culturally Disadvantaged,
        *Disadvantaged Youth, *Enrichment Experience, Environment,
        Financial Needs, Inservice Programs, *Reading Programs, *Retard-
        ed Readers, Slum Conditions

      Though the reading instruction programs for disadvantaged chil-
      dren are making progress, they are not accomplishing their goal to
      eliminate the progressively wider gap in reading achievement be-
      tween socially and economically deprived youngsters and those be-
      longing to the average middle-class group. The following are
      reasons for this failure to teach reading effectively to the dis-
      advantaged: (1) stimulus deprivation and environmental

disadvantage, (2) inadequate preparation of teachers and supervisors, (3) large classes organized in a tight structure, (4) lack of clinical diagnosis and corrective treatment of reading disabilities, (5) lack of adequate parent-community involvement in the reading program, and (6) lack of new tools for the evaluation of reading progress. There is no one solution to the problem, but among possible remedies are the expansion of the prekindergarten program with adequate followthrough, the planning of a sequential developmental reading program with staff involvement, the reduction of class size and teaching range, the organization of preservice and inservice training courses for teachers and supervisors, and greater parent-community involvement. References are included. (WL)

141. ED 025 381   RE 001 361
     Lowry, Heath W.
     Keys to Reading Comprehension.
     Pub Date 26 Apr 68
     Note--19p.; Paper presented at International Reading Association
        conference, Boston, Mass., April 24-27, 1968.

     EDRS Price MF-$0.25 HC-$1.05

     Descriptors--Communications, Creative Reading, Critical Reading,
        Functional Reading, Interpretive Reading, *Motivation, *Per-
        ception, *Reading Comprehension, Reading Skills, *Vocabulary

     Creative understanding as a facet of comprehension is the prime
objective of reading instruction. Understanding what is read is
basic to any aspect of learning, but the learner should be pre-
pared to go beyond mere understanding and to use information
gained to further enrich his experiences and knowledge through
critical analysis, creative interpretation, retention, and func-
tional reading. To help the learner develop these abilities,
the following keys are suggested for instructional emphasis:
perception, communication, vocabulary, interest, and utility.
The learner needs an adequate accumulation of percepts and a
rich experiential background from which to draw concepts and un-
derstandings. He needs help in bringing meaning to and getting
meaning from the reading material. He needs an expanding vo-
cabulary and reading materials filled with interest-arousing
situations which challenge him to discover the more subtle mean-
ings and inferences of the author. He needs to know the impor-
tance of reading as a tool of learning in all areas of the cur-
riculum. Then he will be free to read. (NS)

142. ED 025 382   RE 001 413
     Mamirta, Rosario E.
     A Comparative Structural Analysis of the Oral Language Materials
       and the Basic Readers Used in Philippine Schools.
     Pub Date 26 Apr 68
     Note--14p.; Paper presented at International Reading Association
       conference, Boston, Mass., April 24-27, 1968.

     EDRS Price MF-$0.25 HC-$0.80

     Descriptors--Bilingual Students, *Contrastive Linguistics, Ele-
       mentary School Students, *English (Second Language), Language,
       *Oral English, *Reading Material Selection, *Second Language
       Learning

       Reading in English as a second language for Filipino students
     presents the Philippine schools with special problems. The
     sounds, rhythm, and intonation of English differ from the native
     Filipino language and so deeply ingrained language habits inter-
     fere with learning. The teacher is usually a second language
     speaker of English. And, there exists an inadequate oral lan-
     guage background which consists only of the language patterns
     taught in grades 1 and 2. The major problems of a Filipino
     pupil learning to read English arise from his inadequate control
     of the sounds and structures of the language, so the reading of
     English is not started until grade 3 when it is based on oral
     English skills taught in grades 1 and 2. Because of the need
     for using the student's oral language as a basis for developing
     reading materials, the Philippine Center for Language Study of-
     fers editorial and technical assistance to curriculum writers
     which will enable them to develop reading materials in English
     that are counterparts of the oral language lessons. A compara-
     tive analysis of the language structures in the basal readers
     and oral language materials will provide useful guidelines for
     evolving materials which will be more effective teaching the
     Filipino pupil to read English. References are included. (WB)

143. ED 025 383   RE 001 465
     Sacks, George A.   Sacks, Florence
     Reading Comprehension as a Factor in Communication with
       Engineers.
     Pub Date 25 Apr 68
     Note--22p.; Paper presented at International Reading Association
       conference, Boston, Mass., April 24-27, 1968.

     EDRS Price MF-$0.25 HC-$1.20

Descriptors—*Adult Reading Programs, Engineers, Functional
Reading, Professional Personnel, *Readability, *Reading Com-
prehension, *Reading Speed, *Technical Writing

A study of the reading rate and comprehension of 10 aerospace
engineers and analysis of the readability of sample company com-
munications were undertaken. The Nelson-Denny Reading Test
comprehension scores for the engineers, when compared with scores
of a norm group provided by the Nelson-Denny Test Manual, were
nearly the same in mean and standard deviation as those for col-
lege seniors. The engineers understood about two-thirds of what
they read. No significant difference was found between the read-
ing rates of the two groups. However, the mean of the test group
vocabulary scores was significantly higher than the norm group
mean. The Flesch Readability Formula revealed that all of the
documents analyzed had a lower reading ease score (were more dif-
ficult) than the Nelson-Denny Reading Test. It was concluded (1)
that important information must be repeated; (2) that all engi-
neers should receive instruction in report writing; and (3) that
reading efficiency in engineers could be greatly increased by
instituting reading improvement programs. Tables and references
are included. (CM)

144. ED 025 384   RE 001 497
Silberberg, Norman E.   Silberberg, Margaret C.
Myths in Remedial Education.
Pub Date 68
Note—29p.

EDRS Price MF-$0.25 HC-$1.55

Descriptors—*Educational Researchers, Longitudinal Studies,
Reading Difficulty, Reading Instruction, *Reading Research,
*Remedial Reading, *Research Criteria, *Research Utilization,
Teacher Influence

It is charged that remedial and experimental programs in read-
ing ignore the results of relevant research and that research is
often poorly developed. Faults of programs and research include
the following: (1) There is no firm definition of the term
"learning disabilities" and so they are not measured consistently.
(2) Good sampling techniques often are not used in selection of
subjects for experiments. (3) Too much emphasis is placed on
methods of teaching and not enough on content taught. (4) Results
are often slanted by the researcher or by the teacher administer-
ing tests. (5) Criteria for measuring improvement often do not
reflect actual progress. (6) Editors tend not to publish studies
which do not show significant results and researchers do not

publicize findings which might not reflect well on them. (7)
There is a tendency to extrapolate beyond the point where results
from one study could apply to another group of subjects. It is
suggested that innovative programs be funded. (BD)

145. ED 025 385   RE 001 512
    Norris, Mildred W.   Messerli, John H.
    Sights, Sounds, Senses in Step With Reading. Second Grade.
    Cedar Rapids Community School District, Iowa.
    Spons Agency--Office of Education (DHEW), Washington, D. C.
    Pub Date 68
    Grant--OEG-3-7-703316-4983
    Note--37p.

    EDRS Price MF-$0.25 HC-$1.95

    Descriptors--American Indians, *Bibliographies, Biographies,
      *Childrens Books, Engines, Family Life, Fantasy, *Films, *Grade
      2, History, Jobs, Natural Resources, *Phonograph Records, Poetry,
      Recreation

      This ESEA Title III bibliography presents books, films, film-
    strips, and records that correlate with stories from selected
    second-grade basic reading books. The list of books is prepared
    from the suggested lists of the Ginn, Houghton Mifflin, Lippin-
    cott, and Scott, Foresman reading series. The bibliography in-
    cludes sections about animals, biography and history, stories
    and poems, fantasy, and home and family. Also included are
    sections about Indians, machines, nature, recreation, workers,
    and travel and trasportation. The selections are listed alpha-
    betically by author within each section. (RT)

146. ED 025 386   RE 001 513
    Norris, Mildred W.   Messerli, John H.
    Sights, Sounds, Senses in Step with Reading. Third Grade.
    Cedar Rapids Community School District, Iowa.
    Spons Agency--Office of Education (DHEW), Washington, D. C.
    Pub Date 68
    Grant--OEG-3-7-703316-4983
    Note--41p.

    EDRS Price MF-$0.25 HC-$2.15

    Descriptors--American Indians, *Bibliographies, Biographies,
      *Books, Engines, Fantasy, Fiction, *Films, *Grade 3, History,
      *Phonograph Records, Poetry, Recreation, Sciences, Transporta-
      tion

This ESEA Title III bibliography presents books, films, film-
strips, and records that correlate with stories from selected
third-grade basic reading books. The list of books is prepared
from the suggested lists of the Ginn, Houghton Mifflin, Lippin-
cott, and Scott, Foresman reading series. The bibliography in-
cludes sections about animals and birds, poetry and song, fantasy,
fiction and adventure, holidays, Indians, and history. Also in-
cluded are sections about machines and transportation, natural
science, life in the United States, recreation, American biog-
raphy, workers, sports, and space and science fiction. The
selections are listed alphabetically by author within each sec-
tion. (RT)

147. ED 025 387   RE 001 514
     Norris, Mildred W.   Messerli, John H.
     Sights, Sounds, Senses in Step with Reading. Fourth Grade.
     Cedar Rapids Community School District, Iowa.
     Spons Agency--Office of Education (DHEW), Washington, D. C.
     Pub Date 68
     Grant--OEG-3-7-703316-4983
     Note--33p.

     EDRS Price MF-$0.25 HC-$1.75

     Descriptors--American Indians, *Bibliographies, Biographies,
        *Books, Engines, Fantasy, Fiction, *Films, Geography, *Grade
        4, History, *Phonograph Records, Poetry, Recreation, Sciences,
        Transportation

     This ESEA Title III bibliography presents books, films, film-
     strips, and records that correlate with stories from selected
     fourth-grade basic reading books. The list of books is prepared
     from the suggested lists of the Ginn, Houghton Mifflin, Lippincott,
     and Scott, Foresman reading series. The bibliography includes
     sections about animals and birds, famous people, fantasy, fiction,
     science fiction, and geography and travel. Also included are
     sections about Indians, poetry, recreation, science, sports, and
     transportation and machines. The selections are listed alphabeti-
     cally by author within each section. (RT)

148. ED 025 388   RE 001 515
     Norris, Mildred W.   Messerli, John H.
     Sights, Sounds, Senses in Step with Reading. Sixth Grade.
     Cedar Rapids Community School District, Iowa.
     Spons Agency--Office of Education (DHEW), Washington, D. C.
     Pub Date 68

Grant--OEG-3-7-703316-4983
Note--41p.

EDRS Price MF-$0.25 HC-$2.15

Descriptors--*Bibliographies, Biographies, *Books, Fables, Fic-
    tion, *Films, Folklore Books, *Grade 6, Language, Mythology,
    *Phonograph Records, Poetry, Recreation, Religion, Sciences

This ESEA Title III bibliography presents books, films, film-
strips, and records that can be used on the sixth-grade level.
The list of books is prepared from the suggested lists of the
Ginn, Houghton Mifflin, Lippincott, and Scott Foresman reading
series. The bibliography includes sections about animals, poetry,
fiction, science fiction, geography and travel, holidays, and
history and biography. Also included are sections about myths,
fairy stories, fables, folk tales, religion, science, sports and
recreation, wit and humor, and language. The selections are
listed alphabetically by author within each section. (RT)

149. ED 025 389   RE 001 516
General Improvement of Reading Instruction, Grades 1-12, Teacher
    Training Program of Title III, P.L. 89-10. Evaluation of
    Second Phase of Program, Summer 1968.
Brookland-Cayce Schools, Cayce-West Columbia, S. C.
Pub Date 68
Note--83p.

EDRS Price MF-$0.50 HC-$4.25

Descriptors--Content Reading, Elementary Grades, *Inservice Pro-
    grams, *Inservice Teacher Education, Phonics, Reading Diagnosis,
    *Reading Instruction, Secondary Grades, Teacher Evaluation,
    *Teacher Improvement

An evaluation of the second phase of a projected 3-year Title
III inservice reading instruction program for teaching personnel
is presented after one and one-half years of operation in 16
Cayce-West Columbia, South Carolina, schools. Included is an
evaluation prepared by each of the 11 elementary supervisors
which includes objectives and how they were met, general weak-
nesses of the instructional program, specific weaknesses in
teachers, improvements in the program and the teachers, needs
for further improvement, and innovations used in the program
classes. Teacher pretesting and post-testing scores include
those from I. E. Aaron's Test of Phonics Principles, Phonetic
Principles (University of South Carolina Reading Clinic), and
Brookland-Cayce Schools' Teacher Training Phonics Test. Results

of the Individual Reading Inventory and Phonics Inventory administered to each child are presented. Evaluations by each of the five secondary supervisors of reading, English, science, social studies, and mathematics and by the librarian and audiovisual coordinator are also included. (CM)

150. ED 025 390   RE 001 521
     MacGinitie, Walter H.
     Evaluating Readiness for Developmental Language Learning: Critical Review and Evaluation of Research.
     Pub Date Apr 68
     Note--17p.; Paper presented at International Reading Association
        conference, Boston, Mass., April 24-27, 1968.

     EDRS Price MF-$0.25 HC-$0.95

     Descriptors--Data Analysis, *Language Learning Levels, *Reading
        Readiness, Reading Readiness Tests, Research Design, Research
        Methodology, *Research Needs, Skill Analysis

     Readiness is not all-or-none. It depends on the method and materials to be used and on the level at which instruction will begin. Maturation, heredity, and experience influences readiness, and most 6-year-olds are ready to learn something about reading. Readiness research should attempt to find what and how a child is ready to learn rather than whether he is ready to learn to read. Recommendations for improved research caution against interpreting the findings of readiness studies when the teaching method and materials are not specified, particularly when the sample is small. Researchers should avoid making misleading retrospective inferences about readiness, especially in the case of inferences of no relationship. Finally, one should not make the following faulty interpretations of correlational relationships: (1) assuming that correlational differences due to individual test suitability differences or to test reliability differences imply differences in the relationship of the underlying variables; (2) neglecting to analyze the nature of various readiness tasks and to use this information in future research regardless of the names presently given to the tasks; and (3) overlooking the importance of sampling error in multivariate analyses. References are included. (BS)

151. ED 025 391   RE 001 522
     Norton, Virginia
     A Remedial Reading Program in the Elementary School.

Spons Agency--Office of Education (DHEW), Washington, D. C.
Pub Date Mar 68
Note--75p.
Available from--Boston-Northampton Language Arts Program, 4440
    Quick Road, Peninsula, Ohio 44264

Document Not Available from EDRS.

Descriptors--Corrective Reading, *Elementary Grades, Evaluation
    Techniques, *Language Arts, Reading Diagnosis, Reading Diffi-
    culty, Reading Materials, Reading Skills, Reading Tests,
    *Remedial Reading Programs, *Remedial Teachers, *Retarded
    Readers, Teaching Techniques

    This ESEA Title III program description was designed as a
practical aid for beginning remedial reading teachers in an
elementary school that does not employ an experienced or quali-
fied remedial reading instructor. Useful information is given
about the identification of students reading below their grade
level expectancy and about the diagnosis and correction of their
problems. Part 1 explains some desirable teacher personality
traits, the position of a remedial reading instructor, program
organization, teaching techniques and materials, and evaluation
processes. Part 2 lists remedial reading instructional materi-
als, tests, teacher reference materials, and publishers' ad-
dresses. A copy of the Barbe Reading Skills Check List (K-6)
is included. (BS)

152. ED 025 392   RE 001 523
      Spache, George D., Comp.
      Sources of Good Books for Poor Readers: An Annotated Bibliog-
          raphy.
      International Reading Association, Newark, Delaware.
      Report No--IRA-AB-4
      Pub Date 66
      Note--8p.
      Available from--International Reading Association, 6 Tyre Avenue,
          Newark, Delaware 19711 (50 cents to members, 75 cents to non-
          members.)

Document Not Available from EDRS.

Descriptors--Age Groups, *Annotated Bibliographies, Bibliotherapy,
    *Booklists, *High Interest Low Vocabulary Books, Instructional
    Materials, Reading Difficulty, *Reading Failure, *Reading In-
    terests

This annotated bibliography contains 73 citations ranging in date from 1940 to 1966. However, lists compiled more than 15 years ago were eliminated unless they had unusual depth and merit, and current lists which included only a few scattered items were omitted. Citations include graded lists of fiction and nonfiction tradebooks and textbooks; lists for special interest groups, subject areas, and age levels (primary through adult); and suggestions for other instructional materials, such as workbooks, magazines, and films for poor readers. Several articles discuss the use of bibliotherapy techniques. (CM)

153. ED 025 393   RE 001 524
Durkin, Dolores, Comp.
Reading and the Kindergarten: An Annotated Bibliography.
International Reading Association, Newark, Delaware.
Report No--IRA-AB-3
Pub Date 66
Note--5p.
Available from--International Reading Association, 6 Tyre Ave.,
    Newark, Delaware 19711 (50 cents to members, 75 cents to non-
    members).

Document Not Available from EDRS.

Descriptors--*Annotated Bibliographies, Beginning Reading, Early
    Childhood Education, *Early Reading, *Kindergarten, Readiness,
    Reading Instruction, *Reading Readiness, *Reading Research

    Twenty-six articles and books, both pro and con kindergarten
reading instruction, are selected to encourage objective considera-
tion of the wisdom of early reading instruction, at least for some
children. Research reports, descriptions of kindergarten pro-
grams, and studies of various aspects of readiness, ranging in
date from 1937 through 1965, are arranged alphabetically by author.
The annotations summarize the general thesis of each author and
describe the populations, scope, and findings of the research
studies. (CM)

154. ED 025 394   RE 001 525
Fay, Leo, Comp.
Reading in the Content Fields: An Annotated Bibliography.
International Reading Association, Newark, Delaware.
Report No--IRA-AB-2
Pub Date 66
Note--8p.

Available from--International Reading Association, 6 Tyre Ave.,
Newark, Delaware 19711 (50 cents to members, 75 cents to non-
members).

Document Not Available from EDRS.

Descriptors--*Annotated Bibliographies, *Content Reading, *Ele-
mentary Grades, Literature, Mathematics, *Reading Instruction,
Sciences, *Secondary Grades, Social Studies, Study Skills

This annotated bibliography is composed of 44 citations ranging
in date from 1947 to 1966, but emphasizing the 1956 to 1966 peri-
od. It is designed to aid teachers by including all major sub-
ject matter areas and all major school levels, by offering in-
formation of practical value, and by mentioning bibliographies of
earlier writings. All entries, which include books, journal ar-
ticles, and monographs, are arranged alphabetically according to
author in one comprehensive alphabet. (BS)

155. ED 025 395   RE 001 526
Hill, Walter, Comp.
High School Reading Programs: An Annotated Bibliography.
International Reading Association, Newark, Delaware.
Report No--IRA-AB-8
Pub Date 65
Note--15p.
Available from--International Reading Association, 6 Tyre Ave.,
Newark, Delaware 19711 (50 cents to members, 75 cents to non-
members).

Document Not Available from EDRS.

Descriptors--*Annotated Bibliographies, Instruction, Junior High
Schools, *Reading Programs, *Secondary Schools, Senior High
Schools, Teacher Background

This annotated bibliography is composed of 107 citations rang-
ing in date from 1945 to 1964, but emphasizing the 1955 to 1964
period. It presents sources which describe various patterns of
secondary reading programs with implications for related pro-
cedures and materials. Listings are arranged alphabetically ac-
cording to author under the general divisions of junior high
programs, senior high programs, general secondary programs, and
comprehensive sources. Entries include books, journal articles,
and monographs which depict a variety of practices in junior high
programs and which reveal senior high instructional needs, Eng-
lish teacher backgrounds, college reading practices, and a concern
for the academically talented. (BS)

126

156. ED 025 396   RE 001 527
        Barrett, Thomas C., Ed.
        The Evaluation of Children's Reading Achievement. Perspectives
           in Reading, No. 8.
        International Reading Association, Newark, Delaware.
        Report No--IRA-PR-8
        Pub Date 67
        Note--141p.
        Available from--International Reading Association, 6 Tyre Ave.,
           Newark, Delaware 19711 ($3.00 to members, $3.50 to nonmembers).

        Document Not Available from EDRS.

        Descriptors--*Evaluation Criteria, Evaluation Methods, *Evalua-
           tion Techniques, Informal Reading Inventory, Preschool Evalua-
           tion, Questioning Techniques, Reading Achievement, Reading
           Comprehension, *Reading Diagnosis, Reading Readiness Tests,
           *Reading Tests

        Ways that reading evaluation programs can bring reading success
        to individual students are presented. Each chapter is written by
        an authority on one of the following topics: what evaluation is,
        who does it, and when it should be done; reading program goals as
        the basis for evaluation; informal techniques for assessing pre-
        reading behavior; use of reading readiness tests for prediction
        and diagnosis; selection and use of survey reading achievement
        tests; values and limitations of diagnostic reading tests for
        classroom evaluation; informal reading inventories as a means of
        improving instruction; teachers' questions and levels of reading
        comprehension; evaluation through teacher-pupil conferences; and
        evaluation of the affective dimension of reading. References are
        included after each article. (CM)

157. ED 025 397   RE 001 528
        Johnson, Marjorie Seddon, Ed.   Kress, Roy A., Ed.
        Corrective Reading in the Elementary Classroom. Perspectives in
           Reading, No. 7.
        International Reading Association, Newark, Delaware.
        Report No--IRA-PR-7
        Pub Date 67
        Note--142p.
        Available from--International Reading Association, 6 Tyre Ave.,
           Newark, Delaware 19711 ($3.00 to members, $3.50 to nonmembers).

        Document Not Available from EDRS.

        Descriptors--Comprehension, *Corrective Reading, *Elementary Grades,
           Pathology, Predictive Measurement, Psychological Characteristics,

*Reading Instruction, Reading Research, *Reading Skills, Retarded Readers, Student Evaluation, Word Recognition

Ideas, methods, and techniques for improving the reading skills of elementary school students are described. Each article is written by an authority and covers a different aspect of corrective reading. Topics include research in corrective reading; characteristics of corrective readers; psychological considerations in corrective reading; the pathology of reading disorders; early prediction of reading, writing, and spelling ability; basic considerations in corrective instruction; evaluation in the elementary school; word recognition in the elementary school; corrective reading and the total school program; and comprehension. References for individual articles are included. (BS)

158. ED 025 398   RE 001 529
Ramsey, Wallace Z., Ed.
Organizing for Individual Differences. Perspectives in Reading, No. 9.
International Reading Association, Newark, Delaware.
Report No—IRA-PR-9
Pub Date 67
Note—133p.
Available from—International Reading Association, 6 Tyre Ave., Newark, Delaware 19711 ($3.00 to members, $3.50 to nonmembers).

Document Not Available from EDRS.

Descriptors—Administrative Organization, Elementary Schools, *Grouping (Instructional Purposes), Individual Characteristics, *Individual Differences, *Individualized Reading, Nongraded Classes, Reading Ability, *Reading Instruction, Secondary Schools, *Team Teaching

A compilation is made of reports from a conference dealing with workable administrative practices which provide for individual differences. The nature of individual differences as they operate in reading instruction is defined, and various dimensions, such as growth ages, sex differences, intelligence, cognitive abilities and styles, are discussed in the introductory article. Different aspects of individual variations in reading ability are provided for in chapters discussing the following administrative frameworks: in-class grouping, the Joplin plan and cross-grade grouping, individualized instruction, team reading instruction, reading in the nongraded school, and reading in departmentalized elementary and secondary classes. A summary is made from an overall vantage point, and recommendations are offered. References are included for each article. (CM)

159. ED 025 399   RE 001 532
     Silberberg, Norman E.   And Others
     The Effects of Kindergarten Instruction in Alphabet and Numbers
        on First Grade Reading.   Final Report.
     Kenny Rehabilitation Inst., Minneapolis, Minn.
     Spons Agency--Office of Economic Opportunity, Washington, D. C.
     Pub Date 27 Sep 68
     Contract--B89-4468
     Note--76p.

     EDRS Price   MF-$0.50   HC-$3.40

     Descriptors--*Beginning Reading, *Kindergarten, Kindergarten
        Children, *Predictive Ability (Testing), Predictive Measure-
        ment, Predictive Validity, Reading Achievement, *Reading Readi-
        ness, Reading Readiness Tests, *Word Recognition

     This research was done to determine whether formal kindergarten
     training in alphabet and number names would result in a higher
     reading level for children at the end of grade 1. As part of an
     earlier research project, two classes of primarily middle-class
     kindergarten children received 8 weeks of training in alphabet
     and number names. Two control classes participated in the regular
     informal kindergarten program. Preliminary analyses at the be-
     ginning of grade 1 showed that the experimental group responded
     to the training with a higher level of number and letter recog-
     nition than the control group. The followup study involved an
     analysis of The Metropolitan Achievement Test subtest scores and
     the reading subtest scores of the Wide Range Achievement Test
     which were administered at the end of grade 1. Statistical an-
     alyses measured the differential impact of the experimental pro-
     cedure separately for boys and girls on scores of the Draw-a-Man
     Test and the Gates Reading Readiness Test, administered as pre-
     test, post-test-I, and post-test-II. The beneficial effects of
     kindergarten training were dissipated by the end of grade 1.
     The use of reading readiness tests for individual prediction of
     first-grade achievement was concluded to be risky. The complete
     project proposal and statistical data are appended. (CM)

160. ED 025 400   RE 001 533
     Rosen, Carl L.
     An Investigation of Perceptual Training and Reading Achievement
        in First Grade.
     Pub Date May 68
     Note--11p.
     Journal Cit--American Journal of Optometry; v45 p322-332
        May 1968

Document Not Available from EDRS.

Descriptors--Eye Hand Coordination, *Grade 1, *Perceptual Development, Predictive Measurement, *Reading Achievement, Reading Comprehension, Reading Readiness, Visual Discrimination, Word Recognition

To investigate the effects of perceptual training upon selected measures of reading achievement in grade 1, 12 experimental classrooms of randomly selected first graders received a 29-day adaptation of the Frostig Program for the Development of Visual Perception. Thirteen control classes added comparable time to the regular reading instructional program. Data analysis revealed statistically significant differences favoring the experimental groups in most of the post-perceptual capabilities, without concomitant effects on reading criterion measures. While the total score from the Frostig Developmental Test of Visual Perception appeared to have a strong predictive function regarding first-grade reading, the training of visual perception subskills did not have a significant effect on reading disability at the end of grade 1. Further research is recommended. References are included. (Author/BS)

161. ED 025 401   RE 001 534
Werner, Nancy E., Comp.
Flights of Fancy: A Bibliography of Fanciful Literature.
Spons Agency--Office of Education (DHEW), Washington, D. C.
Pub Date 68
Grant--OEG-3-7-703316-4983
Note--35p.

EDRS Price MF-$0.25 HC-$1.85

Descriptors--*Annotated Bibliographies, *Anthologies, Fables, *Fantasy, Folklore Books, Legends, Library Materials, *Literature, Mythology, Poetry

Emphasis in this annotated bibliography, a Title III project from Cedar Rapids, Iowa, is placed on individual titles and anthologies of fantasy. The list is divided into six parts: poetry, folk tales, tall tales, myths and legends, fairy tales, and fables. The titles in each section are alphabetized by author. The annotations describe the contents of each selection and include sample titles for some collections. Those titles available from the Title II Library are noted. (CM)

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162. ED 025 402   RE 001 536
     Strang, Ruth
     Reading Diagnosis and Remediation.
     Indiana Univ., Bloomington. ERIC Clearinghouse on Reading;
        International Reading Association, Newark, Delaware.
     Spons Agency--Office of Education (DHEW), Washington, D. C.
        Bureau of Research.
     Pub Date 68
     Note--204p.
     Available from--International Reading Association, 6 Tyre Ave.,
        Newark, Delaware 19711 ($3.00 to members, $3.50 to nonmembers).

     EDRS Price MF-$1.00 HC Not Available from EDRS.

     Descriptors--*Reading Diagnosis, *Reading Difficulty, Reading
        Improvement, *Reading Research, Reading Tests, *Remedial Read-
        ing, Remedial Reading Programs, *Remedial Teachers, Retarded
        Readers

     This monograph includes an extensive review and evaluation of
     the research literature and offers teachers and clinicians back-
     ground for understanding reading diagnosis, the correlates and
     causes of reading disabilities, diagnostic techniques, and remedi-
     ation. The following topics are discussed: (1) the nature and
     levels of diagnosis, (2) the characteristics and conditions re-
     lated to reading achievement and disability, (3) severe reading
     disabilities, (4) diagnostic techniques, (5) diagnosing special
     groups, (6) remediation, and (7) trends, needs, and future direc-
     tions in diagnosis and remediation. There is a growing emphasis
     on early diagnosis, differential diagnosis, behavioral approach,
     perception, and learning modalities. However, teachers and
     clinicians must be helped to improve their competence in using
     diagnostic instruments and results, in observing student behavior,
     and selecting the most appropriate teaching and guidance proce-
     dures. Self-diagnosis through introspective-retrospective verbali-
     zation should be encouraged. More extensive case studies and more
     research on the effectiveness of certain teaching procedures with
     certain individuals under certain conditions should be conducted.
     This monograph is accompanied by an extensive bibliography and a
     list of reading tests. (NS)

163. ED 026 198   RE 001 259
     Aaron, Robert L.
     Early Childhood Education.
     Pub Date Apr 68
     Note--30p.; Paper presented at International Reading Association
        conference, Boston, Mass., April 24-27, 1968.

Descriptors--Beginning Reading, *Disadvantaged Youth, Early Child-
hood Education, Early Experience, Early Reading, *Language De-
velopment, *Prereading Experience, *Preschool Children, *Pre-
school Programs, Reading Skills

The Research and Development Center of the University of Georgia
investigated the behavioral differences among advantaged and dis-
advantaged preschool children as part of an attempt to develop
the most efficient way of assuring success at the first-grade
level. A comparative study of a preschool stimulation program
and the traditional kindergarten program was made. The socio-
economic status of the subjects was considered. While other stud-
ies on preschool children conducted at the Research and Develop-
ment Center are cited, only the tabulated results for a selected
sample are presented and discussed. These results indicate that
the disadvantaged group of the stimulated preschool program was
superior to the advantaged group of the traditional kindergarten
program in auditory memory, book-related behaviors, letter and
word reading, and writing behaviors. This paper reviews earlier
studies on early reading and preschool programs and includes 25
references and a chart summarizing selected experimental pre-
school programs and their results. (NS)

164. ED 026 199   RE 001 265
      Smith, Kenneth J.   Truby, Henry M.
      Dialectal Variance Interferes with Reading Instruction
      Pub Date 25 Apr 68
      Note--11p.; Paper presented at International Reading Association
        conference, Boston, Mass., April 24-27, 1968.

Descriptors--*Auditory Discrimination, Disadvantaged Youth,
  *Graphemes, *Language Patterns, Nonstandard Dialects, *Phonemes,
  Pronunciation, Spelling, *Teacher Education

Recently the relevance of dialectological study to reading in-
struction has become apparent. The teacher speaks one language
while the child, often disadvantaged, speaks another. The ability
to identify utterances is attributed to human tolerance called
the phoneme concept, a generalization of a potentially infinite
number of sounds into a small number of speech sound concepts
or classes. When a group agrees on a body of phonemes, it shares
a particular phonemic inventory. In learning a second language,

the individual usually substitutes those sounds not existing in
his own tongue with similar ones present in his own native in-
ventory. A similar situation exists between standard English
and its dialects. If a phoneme-grapheme correspondence is to be
taught, the phonemes used as reference patterns must be deter-
mined. The usual tests to determine auditory discrimination are
based on inadequate phonetic knowledge. Teacher training should
include dialectology, speech sound analysis, and the concept of
phonemes. A good reading teacher must either learn the child's
dialect or teach him the standard dialect as a second language.
(WL)

165. ED 026 200   RE 001 272
     Zaeske, Arnold
     The Diagnosis of Sensory-Motor Disabilities.
     Pub Date Apr 68
     Note--9p.; Paper presented at International Reading Association
        conference, Boston, Mass., April 24-27, 1968.

     EDRS Price MF-$0.25 HC-$0.55

     Descriptors--Developmental Programs, *Diagnostic Tests, *Elemen-
        tary School Students, *Perceptual Motor Learning, Reading
        Tests, Remedial Instruction, Screening Tests, *Testing Pro-
        grams, Test Interpretation

     The importance of motor and perceptual learning in the educa-
     tional process is discussed. It is hypothesized that an inter-
     nalization of sensory-motor learnings is important to the per-
     ceptual and cognitive development of a child. Developmental and
     corrective motor training by physical educationalists is suggest-
     ed. It is concluded that although the test battery by de Hirsch,
     Jansky, and Langford has a practical use, further development and
     validation are necessary before it can be used effectively by
     teachers and clinicians. On the basis of present knowledge, use
     of the Bender Motor Gestalt Test or the Berry Test of Visual-Motor
     Integration, the Wepman Auditory Discrimination Test, the de
     Hirsch Categories Test and the Murphy-Durrell Letter Names Test
     are suggested as a screening device for first- and second-grade
     children. The Berry Test of Visual-Motor Integration, the Good-
     enough-Harris Drawing Test, classroom observation of the "Strauss
     Syndrome," the Wepman Auditory Discrimination Test, a spelling
     test, and the Durrell Visual Memory of Words Test are suggested
     for other elementary grades. References are listed. (BS)

166. ED 026 201   RE 001 275
     Williams, Richard P.
     Expanding Practices in Secondary Reading In-Service Programs.
     Pub Date Apr 68
     Note--17p.; Paper presented at International Reading Association
        conference, Boston, Mass., April 24-27, 1968.

     EDRS Price MF-$0.25 HC-$0.95

     Descriptors--Developmental Reading, *Inservice Programs, *Inser-
        vice Teacher Education, *Reading Instruction, *Secondary School
        Teachers, Summer Institutes, *Teacher Workshops

     Identifiers--New Mexico State University

     The expansion of developmental reading programs into the second-
     ary grades requires qualified and trained secondary reading teach-
     ers. This need is presently being met by local school districts
     through the operation of inservice training programs. The follow-
     ing observations of these programs are reported: (1) the second-
     ary reading program is now advancing as rapidly as the elementary
     program, (2) local school districts state their own needs and
     problems and establish their own goals for inservice programs held
     in cooperation with a university, (3) more personnel and special-
     ists are being involved in team programs, (4) continuous total
     staff programs are replacing 1-day seminars and teacher inservice
     programs, (5) regional and national inservice programs involve
     specialists across the nation, and (6) program content is moving
     away from reading instructional techniques toward a consideration
     of the total learning process. The inservice programs of New
     Mexico State University and Las Cruces Public Schools, New Mexico,
     are cited. (NS)

167. ED 026 202   RE 001 288
     Bolvin, John O.
     Individually Prescribed Instruction--Reading Program.
     Pub Date Apr 68
     Note--16p.; Paper presented at College Reading Association con-
        ference, Knoxville, Tenn., April, 1968.

     EDRS Price MF-$0.25 HC-$0.90

     Descriptors--*Behavioral Objectives, *Computer Assisted Instruc-
        tion, Developmental Reading, *Elementary Grades, Individual
        Instruction, Individualized Programs, *Individualized Reading,
        Reading Diagnosis, *Sequential Reading Programs

Identifiers--Learning Research and Development Center, University
    of Pittsburgh

A program of individually prescribed reading instruction is
described. The model to provide for this individualization con-
sists of the following components: (1) sequentially established
curricular objectives stated in behavior terms, (2) a procedure
and process for diagnosis of achievement in terms of the objec-
tives, (3) the necessary materials for individualizing learning
to provide a variety of paths for mastering any given objective,
(4) a system for individually prescribing the learning tasks that
the student is ready to undertake, (5) the total school environ-
ment including teacher functions and school organization, and (6)
strategies for continuous evaluation and feedback of information
for teacher decision making. Date collection, record keeping,
and the use of information by teachers are essential aspects of
this program. Computer assisted management for this project will
be in operation by September 1968. (KJ)

168. ED 026 203   RE 001 289
    Wark, David M.
    An Automated Individualized Diagnostic for College Centers.
    Pub Date Apr 68
    Note--13p.; Paper presented at College Reading Association con-
        ference, Knoxville, Tennessee, April 4-6, 1968.

    EDRS Price MF-$0.25 HC-$0.75

    Descriptors--Autoinstructional Aids, *Autoinstructional Programs,
        Counseling Services, Diagnostic Tests, *Individualized Instruc-
        tion, *Reading Diagnosis, Reading Improvement, *Remedial Read-
        ing, Self Evaluation

    Identifiers--Automated Individualized Diagnosis System

    A self-diagnostic system called the Automated Individualized
Diagnosis System (AID) tested at the Reading and Study Skills
Center, University of Minnesota, was designed to replace the hu-
man counselor. It consists of an answer sheet, a Self-Analysis
Profile Blank, and an audio tape which helps the student derive
his reading profile and select the practice materials he needs.
Three trials conducted showed that the system had no adverse
effect on the length of contact the students had with the read-
ing program. The students were generally satisfied with the
system's efficiency in giving specific information on profiling
reading ability and using this profile as the basis of diagno-
sis and remediation. However, they felt that the presence of
a human counselor would add warmth, friendliness, and a feeling

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of security. Like other automated instructional systems, the
AID fails in the affective domain. (NS)

169. ED 026 204   RE 001 293
    Holland, Aurora B.
    Evaluative Criteria for Secondary School Libraries.
    Pub Date 26 Apr 68
    Note--11p.; Paper presented at International Reading Association
       conference, Boston, Mass., April 24-27, 1968.

    EDRS Price MF-$0.25 HC-$0.65

    Descriptors--Audiovisual Aids, *Library Facilities, Library Materi-
       als, *Library Programs, Library Research, Library Services,
       Library Standards, Microfilm, Resource Materials, *Secondary
       School Students

    Because of increased school enrollment and the explosion of
    knowledge in recent years, adequate secondary school libraries
    assume great importance in today's educational programs. In
    order for the library to best serve the student, adequate pro-
    visions for the selection of instructional materials and equip-
    ment should be provided. Provision should be made for circu-
    lating all types of materials for overnight use. Adequate time
    for library use should be provided all students during the school
    day; the library should be accessible to them in the evenings and
    on weekends and holidays. Teachers should cooperate with the
    librarian in planning library services and should familiarize
    themselves with resource material holdings in their subject areas.
    Funds available to purchase audiovisual materials should be used.
    Microfilming and microreading should be utilized to compensate
    for limited storage space. No library program can be completely
    successful without the interest and support of the school board,
    the principal, the superintendent, the teachers, and the librarian.
    (BS)

170. ED 026 205   RE 001 294
    Jan-Tausch, Evelyn
    Discovery and Measurement of Interests in Reading.
    Pub Date Apr 68
    Note--14p.; Paper presented at International Reading Association
       conference, Boston, Mass., April 24-27, 1968.

    EDRS Price MF-$0.25 HC-$0.80

Descriptors--Evaluation Methods, *Interests, Interest Scales,
   *Interest Tests, Literature, *Reading Interests, *Student
   Interests

The development of an instrument to assess the reading in-
terests of individual children is described. The instrument
devised consists of 36 illustrations judged to involve 12
themes. It was assumed that a student's selection of certain
preferred illustrations would be an expression of his identi-
fication with the major thematic content of the picture. To
evaluate these Thematic-Content Illustrations as a means of
determining individual interests, the selections made on
three instruments by 100 seventh-grade pupils, 50 girls and
50 boys, were compared. Students' choices of illustrations
and their selections from 48 fictitious titles and summaries
which the investigator created to fit the 12 thematic cate-
gories and from a published "Literature Sampler" are reported.
References are included. (RJ)

171. ED 026 206   RE 001 300
   Case, Rosemary Hart
   A Reading Program for Gifted Students in the Senior High School.
   Pub Date 25 Apr 68
   Note--11p.; Paper presented at International Reading Association
      conference, Boston, Mass., April 24-27, 1968.

   EDRS Price MF-$0.25 HC-$0.65

   Descriptors--Discussion Groups, *High School Students, Independ-
      ent Reading, *Individualized Reading, *Reading Programs, Social
      Adjustment, *Superior Students, Supplementary Reading Materials,
      Teacher Guidance, Teacher Influence

   A reading program for the intellectually gifted high school
student must have an individualized, challenging approach that
will enlarge the students range of interests, knowledge, and ideas.
It should supplement his assigned classes, yet provide freedom of
personal choice. It should offer an opportunity for group dis-
cussion among peers. The teacher should be an enthusiastic,
gifted person who can guide the student in social and intel-
lectual growth and who can encourage an appreciation of reading
that will motivate the student to assume personal responsibility
for a continuing program. However, to be successful, such a pro-
gram must have the support of the school's administration, coun-
selors, and teachers. (BS)

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172. ED 026 2C7   RE 001 301
     Carter, Homer L. J.
     Determining Consequential Factors in Diagnosis.
     Pub Date 25 Apr 68
     Note--16p.; Paper presented at International Reading Association
         conference, Boston, Mass., April 24-27, 1968.

     EDRS Price MF-$0.25 HC-$0.90

     Descriptors--*Clinical Diagnosis, Evaluation Techniques, Identi-
         fication, Prediction, *Reading Difficulty, *Research Methodol-
         ogy, *Teaching Models

     The acts of diagnosis described in this paper aid in the deter-
     mination of relevant, material, and consequential factors in a
     clinical study. These acts, which are not necessarily sequential,
     are identification, assumption, rejection, acceptance, discovery,
     explanation, prediction, and verification. The clinician with
     this model in mind will be able to determine more objectively what
     is relevant, material, and consequential. Insignificant details
     can be swept aside, and a clear-cut sequence of factors leading
     to the disability can become apparent. All of this should be
     completed before treatment and instructional measures are initi-
     ated. An illustrative case study is reported. (Author/BS)

173. ED 026 208   RE 001 306
     Baker, Eva L.
     Methodological Considerations for Future Readiness Research.
     Pub Date Apr 68
     Note--12p.; Paper presented at International Reading Association
         conference, Boston, Mass., April 24-27, 1968.

     EDRS Price MF-$0.25 HC-$0.70

     Descriptors--Behavioral Objectives, Predictive Measurement, Pre-
         reading Experience, Reading Acnievement, Reading Programs,
         *Reading Readiness, *Reading Readiness Tests, Reading Skills

     The following criticism of current practices for determining
     reading readiness are discussed: (1) the variables measured by
     readiness tests are in many cases unrelated to instruction, (2)
     while the variables measured are correlated with reading achieve-
     ment, this association does not attribute causality, and (3) the
     criterion selected for measuring reading achievement is often an
     achievement test written to maximize individual differences rather
     than to measure success in a given program. The subcomponents or
     prerequisites of a particular reading program need to be developed

through research. A criterion-referenced test could be developed
which would measure the skills that should be mastered before
formal instruction is begun. (RJ)

174. ED 026 209   RE 001 307
     Manning, John C.
     Inductive Concepts of Teacher Education--The Undergraduate
       Reading Methods Course.
     Pub Date Apr 68
     Note--12p.; Paper presented at International Reading Association
       conference, Boston, Mass., April 24-27, 1968.

     EDRS Price MF-$0.25 HC-$0.70

     Descriptors--Beginning Teachers, College School Cooperation,
       *Inductive Methods, Learning Experience, Microteaching, *Pre-
       service Education, *Reading Instruction, *Teacher Education,
       *Teacher Education Curriculum, Teaching Methods, Teaching
       Programs

     An inductive reading methods course was offered to 30 junior
elementary education students at the University of Minnesota in
1966. Course objectives and procedures were planned with coop-
erating public school personnel. As preparation for tutoring,
the university students were instructed in methods of informal
reading diagnosis and in the compilation of necessary materials.
Under the supervision of the course instructor, the student
teachers conducted individual tutoring sessions with 30 remedial
reading students. Critical discussions of instructional prob-
lems followed. Under the cooperative supervision of the element-
ary principal, the cooperating teacher, and the course instructor,
the university students conducted group reading instruction. It
was concluded that clearer communication should be established
between methods course instructors and cooperating school per-
sonnel. College students should be provided a more extensive
and diversified program for reading methods. Student teachers
should have some monetary provision for purchasing necessary teach-
ing materials, and transportation to and from teaching centers
should be furnished. (BS)

175. ED 026 210   RE 001 308
     Raciti, Domenica G.
     Critical Reading Techniques in Elementary School.
     Pub Date Apr 68
     Note--5p.; Paper presented at International Reading Association
       conference, Boston, Mass., April 24-27, 1968.

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Descriptors--*Creative Reading, *Critical Reading, *Questioning
   Techniques, *Reading Comprehension, Reading Instruction, Teach-
   ing Techniques

   The following levels of reading are defined: (1) decoding,
(2) literal comprehension, (3) interpretation, and (4) creative
thought. The technique of raising open end questions is dis-
cussed, and sample questions are provided for each of the above
levels. Eleven specific critical reading skills related to
level 3 are listed. (CM)

176. ED 026 211   RE 001 313
      McGinnis, Dorothy J.
      Making the Most of Informal Inventories.
      Pub Date Apr 68
      Note--15p.; Paper presented at International Reading Association
         conference, Boston, Mass., April 24-27, 1968.

Descriptors--Attitude Tests, *Evaluation Techniques, *Informal
   Reading Inventory, *Oral Reading, Student Attitudes, *Student
   Evaluation, Tests

   Informal inventories emphasize observing a child's behavior and
performance in order to draw inferences about factors affecting
his achievement in all areas. Suggestions are given for some uses
of informal inventories, teacher-designed measures, and adaptations
of such tests as the Minnesota Rate of Manipulation Test and the
Gray's Oral Reading Paragraphs. Some ways to improve reliability
and validity are suggested. A few techniques for identifying and
interpreting behavior are given. A case study illustrating the
use of boy's comments during informal reading testing is reported.
References are included. (CM)

177. ED 026 212   RE 001 334
      Dolan, Sister Mary Edward
      The Effect of Federal Fellowship and Institute Programs in
         Reading.
      Pub Date 26 Apr 68
      Note--19p.; Paper presented at International Reading Association
         conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-$0.25 HC-$1.05

Descriptors--*Federal Programs, *Inservice Teacher Education,
Microteaching, Personnel Selection, Program Content, *Program
Evaluation, *Reading Instruction, Teacher Education Curriculum,
Teacher Improvement

Identifiers--Experienced Teacher Fellowship Programs in Reading,
National Defense Education Act Institutes

The basic components of National Defense Education Act (NDEA)
Institutes and Experienced Teacher Fellowship Programs in Read-
ing a₁ discussed; their contributions to the teaching of read-
ing are evaluated. Their curriculums center around core reading
courses, substantive content, and supervised experiences with
children. Working with the programs are instructional and super-
visory staff, teachers, scholars, and reading specialists who are
selected on the basis of their potential contributions to the pro-
gram. Constant evaluation is maintained. Specific programs are
described in detail, and evaluation findings are noted. It is
concluded that such programs are valuable assets to the teaching
of reading. It is proposed that they be pilot programs for
future graduate instruction. References and charts of specific
evaluation data are included. (BS)

178. ED 026 213   RE 001 338
     Connor, John J.
     Supplementary Education Center.
     Pub Date Apr 68
     Note--14p.; Paper presented at International Reading Association
       conference, Boston, Mass., April 24-27, 1968.

     EDRS Price MF-$0.25 HC-$0.80

     Descriptors--*Elementary Grades, *Federal Aid, Inservice Teacher
       Education, Instructional Materials, Reading Diagnosis, *Read-
       ing Instruction, Reading Materials, Remedial Reading, *Remedial
       Reading Clinics

     Identifiers--Elementary And Secondary Education Act, Title III

     The Supplementary Education Center of Worcester, Massachusetts,
     a Title III project, is a reading clinic designed to help seriously
     retarded readers. Its objectives are to provide a systematic di-
     agnostic system, an individualized instructional program, a con-
     tinuing evaluation of reading and instructional materials, and a
     training ground for classroom teachers. The diagnostic informa-
     tion utilized includes case history data, physical and emotional

data, general and potential capacity levels, and present achievement levels for each child. Referral conferences include the principal, the classroom teacher, the remedial reading teacher, and two reading clinic teachers. Individualized instruction is provided for 30 to 40 minutes four times weekly. There is continuous evaluation of materials. One-week inservice teacher training familiarizes classroom teachers with the diagnostic and remedial techniques used. Since its beginning in October 1967, 26 children from grades 2 to 5 have been enrolled. Sixteen have been dismissed as no longer in need of specialized help. References are listed. (BS)

179. ED 026 214   RE 001 346
     Toussaint, Isabella H.
     Summer Programs.
     Pub Date 25 Apr 68
     Note--11p.; Paper presented at International Reading Association
        conference, Boston, Mass., April 24-27, 1968.

     EDRS Price MF-$0.25 HC-$0.65

     Descriptors--Early Experience, Early Reading, Experience Charts,
        *Language Experience Approach, *Prereading Experience, *Pre-
        school Children, *Preschool Programs, Readiness, *Reading
        Readiness

     An intensive 6-week summer readiness program held in the Beaver
     Area School District, Beaver, Pennsylvania, developed linguistic
     facility among 15 preschool children. Daily activities included
     discussion, picture study, creative arts, field trips, developing
     experience charts, and other nonlanguage arts activities. A com-
     bined experiential, visual-phonic, and kinesthetic approach was
     used with a variety of instructional materials. The most distinc-
     tive feature of the program was the use of primary typewriters
     during the daily 20-minute typing period. Teacher aids supervised
     classroom activities and joined the field trips to help each child
     sharpen his observational powers, enrich his vocabulary, improve
     his language facility, and record observations for developing
     experience charts. At the end of the term, the children's physi-
     cal, social, and mental readiness for first-grade work was evalu-
     ated by the team of teachers, and recommendations were made.
     First-grade test results favored intensive readiness training
     using the experiential approach for preschool children. (NS)

180. ED 026 215   RE 001 351
     Schoeller, Arthur W.

State Patterns in Wisconsin for Improving Reading Instruction
  Through the Certification of Reading Teachers, Specialists,
  and Supervisors.
Pub Date 25 Apr 68
Note--11p.; Paper presented at International Reading Association
  conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-$0.25 HC-$0.65

Descriptors--Developmental Reading, *Reading Consultants, Remedial
  Reading, *Remedial Teachers, State Licensing Boards, *State
  Standards, *Teacher Certification, Teacher Education, *Teacher
  Education Curriculum

Identifiers--Wisconsin State Reading Association

   Wisconsin's 1968 certification proposal for reading teachers,
specialists, and supervisors is described in detail. A three-
step sequence of advanced course work and direct experience in
the field are proposed to prepare qualified personnel for the
state schools. The proposal includes (1) recommendations for
changing and improving the present requirements for the certifi-
cation of remedial reading teachers, (2) special certification
requirements for new teachers (a three-credit-hour course in
reading is required), (3) requirements for certification as a
reading teacher III--a full-time reading teacher (3 years' teach-
ing experience and an M.A. or its equivalent in advanced courses
are required), (4) requirements for certification as a reading
specialist II--a reading consultant or diagnostician (the same
preparation as reading teacher III plus a sixth year of specified
graduate study are required), and (5) requirements for certifica-
tion as a supervisory reading specialist I--supervisor (the same
preparation as a reading specialist II plus a seventh year lead-
ing to a Ph.D. or its equivalent are required). This proposal
is in accord with the recommendations of the International Read-
ing Association's (IRA) Professional Standards Committee and, if
accepted, will place Wisconsin's certification at a higher level
than the IRA requirements. (BS)

181. ED 026 216   RE 001 354
      Overfield, Ruth
      The State's Role in Improving Reading Instruction--A State
        Pattern in California.
      Pub Date 25 Apr 68
      Note--10p.; Paper presented at International Reading Association
        conference, Boston, Mass., April 24-27, 1968.

      EDRS Price MF-$0.25 HC-$0.60

Descriptors--*Primary Grades, Professional Training, Reading
   Diagnosis, *Reading Instruction, Reading Programs, Remedial
   Reading Programs, Scholarship Funds, School Libraries, *State
   Aid, *State Laws, *Teacher Education, Teacher Employment

Identifiers--Miller Unruh Reading Act of 1965

   The Miller-Unruh Reading Act of 1965 was passed to promote the
prevention and early correction of reading difficulties and the
achievement of high quality education in California. The law
provides for the employment of teachers specifically trained to
teach reading, for monetary incentive to encourage such train-
ing, and for the establishment and maintenance of school libra-
ries. All districts receiving equalization aid may participate
in the program to provide for specialist teachers who are class-
room teachers given special instruction in the teaching of read-
ing. These specialist teachers work with first-grade children
to prevent reading difficulties and do remedial work with small
groups of second and third graders. Districts that receive aid
are allowed to plan their own reading programs with the stipula-
tion that they meet the basic requirements of the California
State Board of Education. In the program's first year, 1966-67,
53 districts employed 252 specialist teachers, absorbed 238
scholarships, and participated in 193 courses and workshops.
In the second year, 224 districts applied with requests for 950
specialist teachers. This figure is expected to triple in the
1968-69 year. (BS)

182. ED 026 217   RE 001 362
     Macmillan, Robert W.
     A Study of the Effect of Socioeconomic Factors on the School
        Achievement of Spanish-Speaking School Beginners.
     Pub Date Apr 68
     Note--8p.; Paper presented at International Reading Association
        conference, Boston, Mass., April 24-27, 1968.

     EDRS Price MF-$0.25 HC-$0.50

     Descriptors---*Academic Achievement, *Attendance, Family Income,
        Family Structure, *Grade 1, *Mexican Americans, Preschool
        Education, Sex Differences, *Socioeconomic Background

        The following socioeconomic variables were investigated as
     significant predictors of school achievement for Spanish-speaking
     children: (1) occupation of mother or father (the major wage
     earner), (2) family size, (3) family organization, (4) sex of
     child, (5) preschool experience, and (6) attendance record.
     School achievement was determined with the Metropolitan Readi-
     ness Test, Form A. Data on first-grade subjects with Spanish

surnames were collected from 16 elementary schools in San Antonio, Texas. Attendance data were collected for Negro, upper-class Anglo, and middle-class Anglo pupils. It was found that knowledge of the socioeconomic variables listed above contributed significantly to the prediction of achievement. When the variables were consider- ed separately, significant relationships were found between the parent's occupation and achievement and between attendance and achievement. When attendance was analyzed in relation to the other variables, there was a significant correlation only with the par- ent's occupation. The Mexican-American group was inclined to attend more often than the Negro group and less often than the Anglo groups in the first grade. (WL)

183. ED 026 218   RE 001 423
     Weir, Leona Scott
     IRA and Reading Certification in Ohio.
     Pub Date 25 Apr 68
     Note--14p.; Paper presented at International Reading Association
        conference, Boston, Mass., April 24-27, 1968.

     EDRS Price MF-$0.25 HC-$0.80

     Descriptors--*Credentials, Preservice Education, *Reading, Read-
        ing Instruction, *Teacher Certificates, *Teacher Certification,
        Teacher Education, *Teacher Qualifications

        Since November 1966, the Research Committee of Ohio Council of
     the International Reading Association (IRA) has been working for
     Reading Certification in Ohio. By December 1967, contact was
     established with the State Department of Education through the
     Division of Teacher Education and Certification, and definite
     plans for recommendations for certification were made. Certifi-
     cation problems in teacher shortage, time elements, and impersonal
     factors were studied; standards that would establish reading as a
     specialized area by certification were decided on. Three educa-
     tors involved in college reading selected required subject areas
     and recommended a minimum of three semester hours each in Survey
     of Reading, Diagnosis and Correction of Reading Disabilities, and
     Laboratory Practice in Reading Improvement. Final recommendations
     were sent to interested people in Ohio and a hearing has been
     scheduled for consideration of the recommendations. (NS)

184. ED 026 219   RE 001 431
     Fry, Edward
     How Effective is Programmed Instruction in Teaching of Reading?

Pub Date 27 Apr 68
Note--30p.; Paper presented at International Reading Association
    conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-$0.25 HC-$1.60

Descriptors--*Evaluation, Individual Instruction, Industry,
    Mechanical Teaching Aids, *Programed Instruction, *Reading
    Research

The history and general principles of programed instruction are
surveyed. Research literature published on the topic is cited
and the declining frequency of articles appearing on the subject
is noted. Some reasons for the growing use of programed instruc-
tion in industry are discussed. A plea for better evaluation
measures is made. The use of programed instruction as a teacher
aid and as a means of individualized instruction is affirmed.
References, data tables, and sample programed frames are included.
(BS)

185. ED 026 220   RE 001 509
      Norris, Mildred W.   Messerli, John H.
      Sights, Sounds, Senses in Step With Reading. Pre-Primer.
      Joint County System of Cedar, Johnson, Linn, and Washington
          Counties, Cedar Rapids. Instructional Services.
      Spons Agency--Office of Education (DHEW), Washington, D. C.
      Pub Date 68
      Grant--OEG-3-7-703316-4983
      Note--16p.

      EDRS Price MF-$0.25 HC-$0.90

      Descriptors--Alphabets, *Beginning Reading, *Bibliographies,
          *Childrens Books, Family Life, Fantasy, *Films, *Phonograph
          Records, Poetry, Short Stories, Transportation

      This ESEA Title III bibliography presents books, films, film-
      strips, and records that correlate with stories from preprimers.
      The list of books is prepared from the suggested lists of the
      Ginn, Houghton Mifflin, Lippincott, and Scott, Foresman reading
      series. The bibliography includes sections about the alphabet,
      animals, family life, fantasy, and helpers. Also included are
      sections of picture stories, poetry, short stories, and stories
      about travel and transportation. The selections are listed al-
      phabetically by author within each section. (RT)

186. ED 026 221   RE 001 510
      Norris, Mildred W.   Messerli, John H.
      Sights, Sounds, Senses in Step with Reading. Primer.
      Joint County System of Cedar, Johnson, Linn, and Washington
         Counties, Cedar Rapids. Instructional Services.
      Spons Agency--Office of Education (DHEW), Washington, D. C.
      Pub Date 68
      Grant--OEG-3-7-703316-4983
      Note--22p.

      EDRS Price MF-$0.25 HC-$1.20

      Descriptors--*Beginning Reading, *Bibliographies, *Childrens
         Books, Family Life, Fantasy, Fiction, *Films, Natural Resources,
         *Phonograph Records, Poetry, Transportation

      This Title III bibliography presents books, films, filmstrips,
      and records that correlate with stories from primers. The list
      of books is prepared from the suggested lists of the Ginn, Hough-
      ton Mifflin, Lippincott, and Scott, Foresman reading series. The
      bibliography includes sections about animals, birthdays, cowboys,
      fantasy, helpers, holidays, home and friends, and nature. Also
      included are sections of stories and poetry, travel and trans-
      portation, and picture books. The selections are listed alpha-
      betically by author within each section. (RT)

187. ED 026 222   RE 001 511
      Norris, Mildred W.   Messerli, John H.
      Sights, Sounds, Senses in Step with Reading. Grade 1.
      Joint County System of Cedar, Johnson, Linn, and Washington
         Counties, Cedar Rapids. Instructional Services.
      Spons Agency--Office of Education (DHEW), Washington, D. C.
      Pub Date 68
      Grant--OEG-3-7-703316-4983
      Note--24p.

      EDRS Price MF-$0.25 HC-$1.30

      Descriptors--*Bibliographies, *Childrens Books, Family Life,
         Fantasy, *Films, *Grade 1, Jobs, Natural Resources, *Phonograph
         Records, Poetry, Short Stories, Transportation

      This Title III bibliography presents books, films, filmstrips,
      and records that correlate with stories from selected first-grade
      basic reading books. The list of books is prepared from the sug-
      gested lists of the Ginn, Houghton Mifflin, Lippincott, and Scott,
      Foresman reading series. The bibliography includes sections

about animals, birthdays, fantasy, home and family, and nature.
Also included are sections of poetry, short stories, travel and
transportation, and workers. The selections are listed alpha-
betically by author within each section. (RT)

188. ED 026 223   RE 001 517
     Flax, Nathan
     Visual Function in Dyslexia.
     Pub Date Sep 68
     Note--14p.
     Journal Cit--Amer J Optom & Arch Amer Acad Optom; v45 n9 p574-87
        Sep 1968

     Document Not Available from EDRS.

     Descriptors--*Dyslexia, Eye Hand Coordination, Eye Voice Span,
        *Retarded Readers, *Vision, Visual Acuity, Visual Discrimina-
        tion, Visual Perception

     Using published research data, the problem of the seriously
     retarded reader was examined to determine the role of vision.
     The most obvious visual factors such as acuity and refractive
     error did not seem related to the problem. Impairment of visual
     skills such as fusion and accommodation did seem to contribute
     to reading difficulty, but such defects were not primary factors
     in extreme cases of reading disability. Other visual functions
     such as form perception, visuo-motor control, and the ability
     to match visual and verbal configurations might be more closely
     associated with dyslexia. A bibliography is included. (Author/
     BS)

189. ED 026 224   RE 001 520
     Cleary, Florence D.   And Others
     The Effect of a Librarian-Centered Reading Guidance Program on
        the Reading Skills and Habits of Elementary School Pupils.
        Final Report.
     University of South Florida, Tampa.
     Spons Agency--Office of Education (DHEW), Washington, D. C.
        Bureau of Research.
     Bureau No--BR-7-1215
     Pub Date Aug 68
     Grant--OEG-1-7-071215-5078
     Note--112p.

     EDRS Price MF-$0.50 HC-$5.70

Descriptors--*Grade 5, *Library Instruction, *Library Programs,
   *Reading Development, Reading Habits, Reading Interests,
   Reading Skills

The effects of a strong librarian-centered reading guidance
program on the reading habits and skills of elementary school
pupils were studied. Seventy-nine fifth graders in a rural Flor-
ida school were divided into three matched groups according to
eye-movement photography scores. Experimental group A received
a library reading guidance program and a 10-minute circulation
privilege weekly. Group B had a scheduled library period, no
formal reading guidance program, and a 10-minute circulation
privilege each week. Group C had the 10-minute circulation privi-
lege only. Subjects were pretested in September 1967 and post-
tested in May 1968. Reading habits, interests, and attitudes were
evaluated by an inventory which indicated marked changes favoring
group A. The Durrell Analysis of Reading Difficulty, the Iowa
Every-Pupil Test of Basic Skills, and the Gates Reading Survey
measured reading skill changes. Subtest gains equally favored
groups A and C, but the .05 level of significance was not reached.
An .05 level of significance was found for group A in producing
greater growth of the academically talented and less detrimental
effects on the slower learners. The study concluded (1) that
the traditional library period was ineffective, (2) that librari-
an-centered developmental reading guidance programs (K-6) were
needed, and (3) that reading efficiency must be improved. (RT)

190. ED 026 225   RE 001 530
      Stauffer, Russell G., Ed.
      The First Grade Reading Studies: Findings of Individual In-
         vestigations.
      International Reading Association, Newark, Delaware.
      Pub Date 67
      Note--165p.
      Available from--International Reading Association, 6 Tyre Ave.,
         Newark, Delaware 19711 ($3.00 to members, $3.50 to nonmembers).

      Document Not Available from ̄RS.

      Descriptors--Basic Reading, Beginning Reading, Disadvantaged
         Youth, *Grade 1, Grouping (Instructional Purposes), Individu-
         alized Reading, Initial Teaching Alphabet, Inservice Programs,
         Language Experience Approach, *Reading Achievement, *Reading
         Instruction, *Reading Programs, Reading Readiness, *Reading
         Research, Spanish Speaking, Teaching Methods

      Twenty-seven summaries of first-grade reading studies sponsored
      by the United States Office of Education are included. The studies,

done in the 1964-65 school year, were made in different locali-
ties, and each was concerned with a different problem. More
than one-half of the directors were full-time college professors;
a few were senior authors of basic reading series; and some were
known to be staunch advocates of a particular approach. Included
for study are: (1) comparisons of first-grade reading achieve-
ment using such approaches as basal readers, i/t/a, the diacriti-
cal marking system, linguistic readers, and language arts; (2)
descriptions of programs for disadvantaged, Spanish-speaking,
low success potential, and rural community groups; (3) compari-
sons of classroom organizational patterns, including individual
and group instruction; (4) descriptions of inservice programs and
reading consultant supervision methods; (5) explanation of a longi-
tudinal reading readiness program; (6) comparisons of the reading
achievement of boys and girls; and (7) discussions of growth in
word element perception and the relation of language structure to
meaning using various approaches. The coordinating center's role
is described, and recommendations are made for future central and
uniform control of individual study methods, statistical procedures,
and other variables. (Author/CM)

191. ED 026 226   RE 001 537
     Otto, Wayne   Smith, Richard
     Junior and Senior High School Teachers' Attitudes Toward Teaching
       Reading in the Content Areas.
     Pub Date Dec 68
     Note--11p.; Paper presented at National Reading Conference meet-
       ing, Los Angeles, December 5-7, 1968.
     Available from--To be published in the 1968 Yearbook of the
       National Reading Conference.

     Document Not Available from EDRS.

     Descriptors--*Content Reading, *Reading Instruction, Reading Pro-
       grams, *Secondary Education, Secondary School Teachers, *Teacher
       Attitudes

     A 14-item inventory was designed to determine the attitudes of
     secondary teachers toward the teaching of reading by checking
     their perceptions of their personal role in content area reading
     instruction, their personal preparation and ability to teach
     reading, the actual task of teaching reading skills, and the role
     of reading specialists at the secondary level. Respondents were
     87 iac.'tv members from Wisconsin junior and senior high schools.
     An analysis of each item is presented on a 5-point scale, ranging
     from strongly agree to strongly disagree. The inventory showed
     that teachers recognized the need for a continuation of reading

instruction at the secondary level, that they were willing to accept the responsibility for teaching reading in the content areas, and that they felt a need for more training to do the job. References are included. (JB)

192. ED 026 227   RE 001 538
Rankin, Earl F.   Dale, Lothar H.
Cloze Residual Gain--A Technique for Measuring Learning Through
    Reading.
Pub Date Dec 68
Note--15p.; This paper was presented at the National Reading
    Conference Meeting, Los Angeles, December 5-7, 1968.
Available from--This paper will be published in the Eighteenth
    Yearbook of the National Reading Conference.

Document Not Available from EDRS.

Descriptors--*Achievement Gains, *Cloze Precedure, Correlation,
    Individual Differences, *Learning, *Reading, Reading Achieve-
    ment, Reading Tests

    One hundred and seventy-four Texas Christian University develop-
mental reading students participated in an investigation which
applied the residual gain technique to individual reading gains
as measured by the cloze procedure. Comparisons were made between
cloze crude gains and cloze residual gains and between cloze tests
constructed with lexical versus structural deletions. Correlations
of gains with a multiple-choice knowledge test and with the Davis
Reading Test were studied. The following conclusions were reached:
(1) the cloze test was a valid measure of prereading and post-
reading knowledge; (2) the cloze test was a highly sensitive meas-
ure of reading gain; (3) the use of the residual gain technique
was justified; (4) there was a significant negative correlation
between initial status and cloze crude gains, but no correlation
between initial status and cloze residual gains; (5) crude cloze
residual gains did not bear a meaningful relationship to post-
reading knowledge tests or to standardized reading tests; (6)
structural cloze residual gains did bear a desirably low but
significant correlation with post-reading tests and standardized
reading tests; and (7) lexical cloze residual gains were related
to post-reading knowledge tests but not to standardized reading
tests. References are included. (BS)

193. ED 026 228   RE 001 539
Ott, Elizabeth
Instructional Improvement Program in Language and Reading for
    Selected Subculture Groups in the Southwest.

Descriptors--Bilingualism, *Curriculum, Dialects, Educationally
Disadvantaged, *Language Development, *Language Instruction,
*Language Programs, Second Language Learning, Teacher Education

An instructional improvement program in language and reading
designed for children deficient in three language areas is de-
scribed. These children, verbally destitute due to a restricted
environment and lack of models and stimulation, users of non-
standard English, possessors of underdeveloped language due to
unconceptualized experiences, or bilingual and deficient in both
languages, are found to have limited success using abstract sym-
bolism which is foreign to them in terms of experiences and lan-
guage. The program's plan of development, objectives, teacher
education, philosophy, elements, and curriculum design are ex-
plained in detail. Emphasis is placed on developing communica-
tion skills in a standard English dialect, with simultaneous
training in the students' native language. Content stresses
universal values. (JB)

194. ED 026 229   RE 001 541
Binkley, Ed
First Grade Entrance Variables Related to Achievement and
Personality, A Study of Culturally Deprived Fourth Graders.
Nashville-Davidson County Metropolitan Public Schools, Tenn.
Div. of Psychological Services.

Descriptors--*Academic Achievement, Age, Arithmetic, *Comparative
Analysis, *Cultural Disadvantagement, *Grade 4, *Personal Ad-
justment, Race, Readiness, Reading, Spelling

The effects of age, readiness, sex, and race variables in first
grade on the later reading, spelling, and arithmetic achievement
and on the personal, social, and total adjustment of 1,110 cultur-
ally deprived fourth-grade pupils were studied. Readiness levels
were determined by the Metropolitan Readiness Test; achievement
areas were measured by the Metropolitan Achievement Test; and per-
sonality adjustment was measured by the California Test of Person-
ality. A 4x3x2 and a 4x3x2x2 factorial design were used to analyze

the data. Chronological age significantly affected only the reading scores of Negro pupils. Readiness differences significantly affected all achievement scores and personal and total adjustment, but had no significant effects on social adjustment. There were significant differences, favoring girls, in reading, spelling, social adjustment, and total adjustment. Significant differences, favoring white pupils, occurred in all three achievement areas, but no differences were noted in adjustment. Significant interactions, educational implications, suggestions for further research, and an extensive bibliography are included. (RT)

195. ED 026 230   RE 001 543
     ESEA Title I Evaluation Report--Wichita Program for Educationally
        Deprived Children, Summer 1968.
     Wichita Unified School District 259, Kans.
     Spons Agency--Office of Education (DHEW), Washington, D. C.
     Report No--PROJ-68046
     Pub Date Sep 68
     Note--166p.

     EDRS Price MF-$0.75 HC-$8.40

     Descriptors--Art Education, Business Education, *Educationally
        Disadvantaged, Industrial Arts, Language Arts, Physical Educa-
        tion, *Program Descriptions, *Program Evaluation, Reading
        Programs, Recreational Activities, Science Education, *Summer
        Programs

        A Title I/ESEA summer project for educationally deprived chil-
     dren (K-6) in Wichita, Kansas, is described and evaluated. One
     major objective of the project was reading improvement. Other
     objectives included improving the children's verbal functions,
     self-image, attitude toward school and education, daily attendance,
     physical and nutritional health, and social and emotional stabili-
     ty. The summer project was composed of a program for delinquent
     and neglected children, a post-kindergarten program, a summer camp
     program, a nature study program, and a home repair and improvement
     program. Objectives, procedures, evaluation strategy, data pre-
     sentation, and comments about the results are noted for each activ-
     ity. Checklists, tables, and questionnaires used for evaluative
     interpretations are included. A collection of nonstandardized
     data-gathering instruments is contained in the appendix. (RT)

196. ED 026 231   RE 001 544
     ESEA Title I Evaluation Report--Wichita Program for Educationally
        Deprived Children, September 1967-May 1968.
     Wichita Unified School District 259, Kans.

Descriptors--Art Education, Corrective Reading, Delinquency Pre-
  vention, *Educationally Disadvantaged, *Elementary Schools,
  Food Service, Industrial Arts, Library Services, Music Educa-
  tion, Personal Adjustment, Physical Education, *Program De-
  scriptions, *Program Evaluation, *Secondary Schools

A Title I/ESEA project designed and conducted to meet the needs
of educationally deprived children (K-12) in Wichita, Kansas, is
described and evaluated. The major focus of the project was on
improvements in reading, but additional objectives included im-
proving the children's verbal functions, self-image, attitude
toward school and education, daily attendance, physical and nutri-
tional health, and social and emotional stability. Included for
each activity are objectives, procedures, evaluation strategy,
data presentation, and comments about the results. Examples of
nonstandardized data-gathering instruments and a test of musical
discrimination are included in the appendix. (RT)

197. ED 026 232   RE 001 546
    Los Angeles Unified School District ESEA Title I Components -
      Evaluation Reports. Division of Elementary Education.
    Los Angeles Unified School District, Calif.

    Descriptors--Counseling Services, *Culturally Disadvantaged,
      *Economically Disadvantaged, *Elementary Grades, English (Sec-
      ond Language), Enrichment Programs, *Federal Programs, Lan-
      guage Arts, Preschool Education, *Program Evaluation, Reading
      Consultants

    Los Angeles Unified School District elementary school activities
    funded during 1967-68 under Title I/ESEA are evaluated in this
    volume. English language arts and prekindergarten activities, the
    two major areas included in the evaluation reports, are divided
    into the following components which represent a 3-year continuing
    implementation: (1) reading specialists (public and nonpublic
    schools), (2) English as a second language (public and nonpublic

schools), (3) teacher-librarians, (4) enrichment, (5) kindergar-
ten, (6) preschool, (7) counseling services, (8) interschool
enrichment program, and (9) parish day school activities for chil-
dren with reading deficiencies. Each component report includes
description, objectives, implementation, evaluation, conclusions,
and recommendations. The evaluation design for each component
report is given in addendum A; number and grade level of pupil
participants, number of adults involved, and component cost are
given in addendum B; and supplemental data, in addendum C. An
appendix includes evaluation forms and instruments used for data
collection. (BS)

198. ED 026 233   RE 001 547
    Los Angeles Unified School District ESEA Title I Components -
      Evaluation Reports. Division of Secondary Education.
    Los Angeles Unified School District, Calif.
    Spons Agency--Office of Education (DHEW), Washington, D. C.
    Pub Date 20 Sep 68
    Note--644p.

    EDRS Price MF-$2.50 HC-$32.30

    Descriptors--Communication Skills, Counseling, *Culturally Dis-
      advantaged, *Economically Disadvantaged, *Federal Programs,
      Fine Arts, Instructional Materials, *Program Evaluation, Read-
      ing Achievement, *Secondary Grades

    Los Angeles Unified School District secondary school activities
    funded during 1967-68 under Title I/ESEA are evaluated in this
    volume. Selected public and nonpublic schools served pupils
    through 32 activities in achievement (reading and other communica-
    tive skills), counseling (attitude and self-image improvement),
    fine arts (music and art), and instructional materials (new ma-
    terials for students with special learning needs). Human rela-
    tions workshops promoted multicultural understandings among
    pupils and adults. The reading and counseling components con-
    tinued remedial work begun in 1966. Each component report in-
    cludes description, objectives, implementation, evaluation, con-
    clusions, and recommendations. The evaluation design for each
    component is given in addendum A; number and grade level of pupil
    participants, number of adults involved, and project cost are
    given in addendum B; and supplemental data, in addendum C. An
    appendix includes evaluation forms and instruments used for data
    collection. (BS)

199. ED 026 234   RE 001 548
        Los Angeles Unified School District ESEA Title I Components -
            Evaluation Reports. Special Education and Supportive Services.
        Los Angeles Unified School District, Calif.
        Spons Agency--Office of Education (DHEW), Washington, D. C.
        Pub Date 30 Sep 68
        Note--301p.

        EDRS Price MF-$1.25 HC-$15.15

        Descriptors--Child Welfare, Community Services, *Disadvantaged
            Groups, *Elementary Grades, *Federal Programs, Health Services,
            *Program Evaluation, *Secondary Grades, Special Education

        Los Angeles Unified School District special education and sup-
        portive services activities funded during 1967-68 under Title I/
        ESEA are evaluated in this volume. Special education components
        culminated in a nongraded educational assessment-service center.
        Supportive services components included health services, child
        welfare and attendance services, and Office of Urban Affairs
        activities designed to improve home, school, and community rela-
        tions. Each component report includes description, objectives,
        implementation, evaluation, conclusions, and recommendations.
        The evaluation design for each component report is given in ad-
        dendum A; number and grade level of pupil participants, number
        of adults involved, and component cost are given in addendum B;
        and supplemental data, in addendum C. An appendix includes
        evaluation forms and instruments used for data collection. (BS)

200. ED 026 235   RE 001 549
        Los Angeles Unified School District ESEA Title I Components -
            Summer 1968. Evaluation Reports.
        Los Angeles Unified School District, Calif.
        Spons Agency--Office of Education (DHEW), Washington, D. C.
        Pub Date 21 Oct 68
        Note--333p.

        EDRS Price MF-$1.25 HC-$16.75

        Descriptors--Community Services, Curriculum Development, *Disad-
            vantaged Groups, *Elementary Grades, Enrichment Programs,
            *Federal Programs, *Program Evaluation, *Secondary Grades,
            Special Education, Special Services

        Los Angeles Unified School District components funded under
        Title I/ESEA and implemented primarily during the summer of 1968
        are evaluated in this volume. Seven elementary level programs

concentrated on educational enrichment for pupils, human relations and instructional technique development for staff, and new curriculum material development for the district. Secondary level programs emphasized instruction, curriculum, counseling workshops, an incentive program for pupils with a foreign language background, and a pilot administration training component. Major efforts in special education were focused on experimentation and assessment-service center concept development. Supportive services efforts were directed toward neglected and delinquent children housed in institutions, multicultural leadership camp programs, conversational Spanish workshops, a human relations workshop, teacher training in coordination of volunteer services, and a guide for education aides. Each component report includes description, objectives, implementation, evaluation, conclusions, and recommendations. The detailed research design for each activity report is given in addendum A; supplemental data, in addendum B. An appendix includes evaluation forms and instruments used for data collection. (BS)

201. ED 027 137   RE 001 234
     Bruner, Elaine C.
     The Distar Reading Program.
     Pub Date 5 Apr 68
     Note--15p.; Paper presented at College Reading Association con-
        ference, Knoxville, Tenn., April 1968.

     EDRS Price MF-$0.25 HC-$0.85

     Descriptors--*Beginning Reading, Directed Reading Activity, *Dis-
        advantaged Youth, *Reading Programs, *Reading Readiness, *Re-
        medial Reading, Word Recognition, Word Study Skills

     A reading program developed to teach the minimum set of skills
     which enable children to recognize words as rapidly as possible
     through direct instruction in left-to-right orientation, blend-
     ing, rhyming, and sounds is described. The materials for the
     program consist of teacher presentation notebooks used by the
     teachers in working with small groups and take-home materials
     which children complete in class and take home. The materials
     were first used with four groups of culturally disadvantaged
     kindergarten children at the University School, University of
     Illinois, who had IQ's ranging from 75 to 100. The materials
     were revised and reproduced for tryout by 30 teachers of 1,200
     middle-class and disadvantaged children aged 3 to 14 who were
     mentally and educationally handicapped. To evaluate the program,
     the teachers were asked to complete objective and subjective
     evaluation sheets for each lesson and test. (NS)

202. ED 027 138   RE 001 235
Lance, Wayne D.
Developing Teacher Produced Instructional Materials—Part I.
Pub Date 18 Apr 68
Note—9p.; Paper presented at International Council on Exceptional
    Children Meeting, New York, April 1968.

EDRS Price MF-$0.25 HC-$0.55

Descriptors—Behavioral Objectives, *Criteria, *Instructional
    Materials, *Special Education Teachers, *Teacher Developed Ma-
    terials, Teaching Styles, *Trainable Mentally Handicapped

    Teacher involvement in the development of instructional materi-
als for Trainable Mentally Retarded (TMR) children and the criteria
to be considered in developing these materials are discussed.   A-
mong the topics presented are (1) the TMR teacher's awareness of
pupil needs, (2) the applicability of materials to teaching style
and learning style, (3) the teacher's enthusiasm in trying out
the materials, (4) the need for more special materials for the
TMR child, (5) the evaluation and modification of materials devel-
oped, and (6) the opportunities for pupil involvement. It was
concluded that objectives should be stated in operational terms.
Materials should be developmental and sequential, should include
the theories and principles of learning, should fit the teacher's
teaching style and the child's learning style, and should relate
to the social level at which the TMR child is functioning. The
materials should have intrinsic appeal. A list of references on
training the TMR child is provided. (Author/NS)

203. ED 027 139   RE 001 267
Wardhaugh, Ronald
Is the Linguistic Approach an Improvement in Reading Instruction?
Pub Date 27 Apr 68
Note—21p.; Paper presented at International Reading Association
    conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-$0.25 HC-$1.15

Descriptors—Basic Reading, Initial Teaching Alphabet, *Linguis-
    tics, Phonemics, Phonetics, Phonics, *Reading Instruction,
    *Reading Materials, *Reading Programs, Structural Linguistics,
    Syntax, Transformation Generative Grammar

    Selected research studies dealing with linguistics and reading
are reviewed under the following headings: (1) claims by linguists,
(2) research on phoneme-grapheme correspondences, (3) research

comparing linguistic approaches with basal reader approaches,
(4) modified alphabets, and (5) syntax studies. It is concluded
that the missing dimension in the work done thus far is the lin-
guistic knowledge gained over the last decade. In terms of the
topics of current interest to linguists, there is no linguistic
approach in reading and definitely no linguistic method. There
might be a linguistic perspective which could be applied by
teachers to reading instruction. A bibliography is included.
(RJ)

204. ED 027 140   RE 001 290
Cooper, J. Louis
The Causes and Correction of Verbalism in Reading.
Pub Date Apr 68
Note--10p.; Paper presented at College Reading Association con-
    ference, Knoxville, Tenn., April 4-6, 1968.

EDRS Price MF-$0.25 HC-$0.60

Descriptors--*Educational Background, *Elementary School Students,
    Language Experience Approach, Listening, Readability, *Reading
    Comprehension, Reading Development, Reading Instruction, Read-
    ing Interests, Reading Programs, *Reading Skills, *Remedial
    Reading, Silent Reading

Experience background deficiencies and a combination of several
factors contributing to inattention in reading can cause children
to be verbalizers. The causes of and some corrections for these
two problems are discussed. Since reading is essentially a pro-
cess of reconstructing one's experiences back to the printed
symbols, background deficiencies seriously hamper the reading of
middle- and upper-grade students whose reading material has not
been purposely selected to represent a familiar environment. As
a corrective approach, teachers should identify and clarify un-
familiar concepts. Secondly, a major inattention factor is pro-
longed exposure to material that is too difficult. This problem
can be corrected by providing appropriate reading matter. An-
other inattention factor is lack of reading purpose. This can
be remedied by keeping motive questions before the child and by
teaching him to set his own purposes. Poor listening skills also
hamper reading, but practice in listening will improve the stu-
dent's reading ability. Finally, lack of interest is a serious
inattention factor. The teacher must be careful to teach reading
interest as well as reading skill. References are listed. (BS)

205. ED 027 141   RE 001 297
     Dewey, Godfrey
     Initial Teaching Orthographies.
     Pub Date 26 Apr 68
     Note--20p.; Paper presented at meeting of International Reading
         Association and Simpler Spelling Association, Boston, April 26,
         1968.

     EDRS Price MF-$0.25 HC-$1.10

     Descriptors--Graphemes, Initial Teaching Alphabet, Morphemes,
         *Orthographic Symbols, Phonemes, *Phonemic Alphabets, Phonetics,
         Reading Processes, *Reading Programs, *Spelling, Spelling In-
         struction

     To achieve its purpose, an initial teaching orthography (i.t.o.)
     should be as simple in form and substance as possible; it should
     be phonemic rather than phonetic. The 40 sounds distinguished by
     Pitmanic shorthand and some provision for schwa can serve as a
     basic code. The symbols can be derived from either of two major
     sources--standardizing the Roman alphabet by assigning each let-
     ter and digraph a single sound or supplementing the Roman alpha-
     bet by assigning a constant value to each of the 23 useful letters
     and by creating 17 or more new symbols. As far as possible, the
     i.t.o. should have only one symbol per sound and should regard
     the predominant spellings of traditional orthography (t.o.). The
     i.t.o. must have a similarity to t.o. that allows immediate reada-
     bility for those familiar only with t.o. and permits easy trans-
     fer for i.t.o. students. An outstanding example of an i.t.o.
     which supplements the resources of the Roman alphabet is the
     Initial Teaching Alphabet. An excellent example of a standardiz-
     ing i.t.o. is World English Spelling. If it can be demonstrated
     that educational results from the standardizing i.t.o. are com-
     parable with those of the supplementary type, the latter is pre-
     ferable because of its similarity to t.o. References are listed.
     (BS)

206. ED 027 142   RE 001 302
     Cameron, Jack R.
     Syntax and Semantics in Reading.
     Pub Date Apr 68
     Note--6p.; Paper presented at International Reading Association
         conference, Boston, Mass., April 24-27, 1968.

     EDRS Price MF-$0.25 HC-$0.40

     Descriptors--*Classical Literature, *Current Events, Descriptive
         Linguistics, Language Development, News Media, Radio, Reading

Comprehension, *Reading Instruction, *Semantics, *Syntax, Television

Teaching should reflect the facts of current language usage. This descriptive approach, when applied to reading, means that the child's reading education should focus on the realities of daily life. Syntactic analysis in reading has been handicapped by an overemphasis on lexical content at the expense of other syntactic structures. Thus, the student analyzes language in single words. If a broadened concept of syntactic analysis is to become a valid part of the reading program, it must follow the descriptive principle. Classical studies prepare students for the reading of classics but not for reading "Time" magazine or the daily newspapers. The following syntactic and semantic problems are involved in the intelligent reading of a newspaper: (1) headlines and their accuracy in relation to the story, (2) concentration of information in the lead paragraphs, and (3) frequent use of direct and indirect quotations. The reader should be aware of the verbal jugglings of the content possible within these three areas. Another untapped source of dynamic prose material is the spoken word of radio and television. Prose analysis will probably never be popular among students; however, if the material is pertinent, their interest will be greater. (WL)

207. ED 027 143   RE 001 310
Lillich, Joseph M.
Comparison of Achievement in Special Reading Classes Using Guid-
    ance, Skill-Content, and Combination Approaches.
Pub Date Apr 68
Note--11p.; Paper presented at International Reading Association
    conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-$0.25 HC-$0.65

Descriptors--Classroom Guidance Programs, *Educational Counseling,
    *Elementary School Students, Reading Interests, *Reading Re-
    search, Reading Skills, *Remedial Reading Programs

A study was conducted in six Indiana elementary schools to de-
termine whether there was a significant difference between the
scores of remedial reading students on three evaluative tests as
applied to the skill-content, guidance, and combination approaches
of teaching reading. The skill-content approach was aimed direct-
ly at teaching reading skills. The guidance approach did not
specifically include or exclude skills typically included in teach-
ing children in special reading classes; it was concerned with an-
swering pupil questions about reading skills, understanding self,

or social and emotional adjustment. The combination approach combined these two methods. The results of the evaluative tests used--the California Reading Test   the Gray Oral Reading Test, and a special reading teacher rating scale--suggested that focusing on guidance provides experiences for students in special reading classes that lead to initially higher performance on reading achievement tests. This student enthusiasm for reading presumably can be followed profitably by the direct teaching of necessary reading skills. Statistical procedures and tables are included in two appendixes. (BS)

208. ED 027 144   RE 001 318
    Hayward, Priscilla
    Evaluating Diagnostic Reading Tests.
    International Reading Association, Newark, Delaware.
    Pub Date Mar 68
    Note--6p.
    Journal Cit--The Reading Teacher; v21 n6 p523-528 Mar 1968

    Document Not Available from EDRS.

    Descriptors--Critical Reading, *Diagnostic Tests, Group Norms,
        Phonics, Reading Diagnosis, *Reading Tests, Remedial Programs,
        Test Interpretation, *Test Reliability

    Two types of diagnostic reading tests are described--tests of phonics skills and tests of work-study or critical reading ability. The following criteria for evaluating these tests are suggested: (1) an analysis of the methods used in measuring the component skills and the validity of subscores in designating areas for remedial instruction (the user must know what skills the pupil is expected to demonstrate), (2) an analysis of the reliability coefficients of the subscores (these must be above .90 for individual use), and (3) an analysis of the intercorrelations among subtests (these must be below .65 to warrant differential diagnosis). Because diagnostic tests are used primarily as a means of intra-individual diagnosis, accompanying test norms are not mandatory. The necessity of utilizing knowledge of a child's intelligence scores, scholastic ability, listening comprehension, and arithmetic computation, as well as his diagnostic test scores in planning a remedial program, is emphasized. (ES)

209. ED 027 145   RE 001 319
    Weintraub, Samuel
    The Cloze Procedure.
    International Reading Association, Newark, Delaware.

Document Not Available from EDRS.

    Several studies on the use of the cloze procedure as a measure
of readability and of comprehension are reviewed. These studies
showed (1) that the cloze procedure proved a more reliable meas-
ure of readability for nonstandard reading materials than the
commonly used readability formulas, (2) that cloze tests are
valid and reliable predictors of the difficulty level of reading
materials, and (3) that scores on comprehension tests correlate
highly with cloze readability scores. These findings indicated
that the cloze procedure could be used effectively as a measure
of readability and of comprehension. The cloze procedure helps
teachers adapt the appropriate reading material for a particular
pupil or group of pupils and can offer new insights into the
reading process. The references used are cited in a bibliography.
(NS)

Document Not Available from EDRS.

    The relationship of astigmatism to reading and the possible
detrimental effects it might have on reading were investigated.
The greatest incidence of astigmatism was for the with-the-rule
type ranging from .50 to 1.00 diopter. This type of astigmatism
was induced in 35 seniors from the Los Angeles College of Optometry

by placing cylindrical lenses in front of each subject's eyes. The participants were given the Otis Mental Ability Gamma Tests. The results were as follows: (1) 62.9 percent had blurred or distorted vision, (2) 68.6 percent had adverse psychological effects, the most frequent of which was a desire to retreat from the test situation, (3) 68.6 percent had headaches, (4) clinical observations that astigmatism was the major cause of ocular asthenopia were confirmed, (5) similar letters and words were often confused as a result of blurring and distortion, and (6) minor astigmatic disturbances could induce symptoms which markedly reduced reading ability. References are given. (WSL)

211. ED 027 147   RE 001 323
     Downing, John
     British I.T.A. Research.
     International Reading Association, Newark, Delaware.
     Pub Date Apr 68
     Note--7p.
     Journal Cit--The Reading Teacher; v21 n7 p640-646 Apr 1968

     Document Not Available from EDRS.

     Descriptors--*Beginning Reading, Composition (Literary), *Initial
        Teaching Alphabet, Intermediate Grades, *Orthographic Symbols,
        Primary Grades, *Reading Instruction, Reading Materials, Reading
        Research, *Spelling, Teacher Education

     Identifiers--London University

     The conclusions and recommendations drawn from a 7-year study of the Initial Teaching Alphabet (i/t/a) made by the Reading Research Unit of London University are reported. The British research showed conclusively that traditional orthography (TO) is a major handicap for teachers and students of reading. Students taught with i/t/a made significantly greater progress in beginning reading and writing than did TO students. The proposed optimum solution to this problem is the correction of defects in traditional English orthography; research on the practicality of such reform is suggested. The proposed immediate solution is wider use of i/t/a. However, caution is advocated to insure the selection of meritorious ideas and materials which do not sacrifice basic educational values. Although i/t/a is a definite improvement, it needs refinement; additional research is recommended. References are listed. (BS)

212. ED 027 148
Wark, David M.
Designs for Measurement of Status.
Pub Date 25 Apr 68
Note--16p.; Paper presented at International Reading Association
conference, Boston, Mass., April 24-27, 1968.

RE 001 341

EDRS Price MF-$0.25 HC-$0.90

Descriptors--Educational Research, Instrumentation, *Measurement
Instruments, Research Design, Research Methodology, *Research
Problems, *Sampling, *Test Reliability, *Test Validity

An examination of typical situations concerning the status of a
variable is followed by a discussion of the measurement and em-
pirical problems involved in measuring current status. Arguments
for more consideration of variability, particularly individual
variation, are presented. Among the problems discussed are (1)
describing large samples through randomized and controlled sampl-
ing, (2) screening subjects into special categories for some
special programs, (3) diagnosing an individual's abilities in
different skills, (4) establishing a basis for measuring and
describing behavioral change, (5) determining the validity and
reliability of instruments used and of individuals tested, and (6)
solving empirical problems of motivation, practice effect of mul-
tiple testing, disruptive effects on test results, and of the
time involved. References are given. (NS)

213. ED 027 149
Schutz, Richard E.
Conducting Research in School Systems.
Pub Date 26 Apr 68
Note--13p.; Paper presented at International Reading Association
conference, Boston, Mass., April 24-27, 1968.

RE 001 349

EDRS Price MF-$0.25 HC-$0.75

Descriptors--*Classroom Research, Educational Practice, *Educa-
tional Research, Interpersonal Problems, Professional Recognition,
*Research Design, *Research Problems, School Administration,
Social Values

The problems of conducting research in schools are discussed.
Solutions to social psychological problems are suggested, and an
improved design for research is recommended. Clearer definition
of terminology is recommended to avoid the confusion that can re-
sult from ambiguous terms. A research design should be adaptable
to the administrative and instructional styles of individual schools.

The researcher should observe the proper hierarchy in gaining permission to conduct research and should report results immediately. Deadline dates and specifications of event sequences with names of responsible persons are requisites for successful interpersonal relations. The following steps are recommended to avoid the frequent failure of educational research to improve educational practice: formulation, instructional specifications, component preparation and tryout, product preparation, quality verification, and operations analysis. (BS)

214. ED 027 150   RE 001 367
     McGuire, Marion L.
     Assessment of Reading Programs.
     Pub Date 25 Apr 68
     Note--11p.; Paper presented at International Reading Association
        conference, Boston, Mass., April 24-27, 1968.

     EDRS Price MF-$0.25 HC-$0.65

     Descriptors--*Elementary Grades, Environmental Influences, Phonics,
        Reading Comprehension, *Reading Programs, *Reading Research,
        Remedial Programs, *Student Evaluation, Supplementary Reading
        Materials, Teacher Education Curriculum, Word Recognition

     A statewide assessment study of reading programs in Rhode Island
     is described. Data concerning the history of the primary reading
     program of the 1965-66 fourth-grade class were gathered; a status
     study of the reading programs throughout the elementary grades
     for that year was conducted. Principals' and teachers' opinions
     on the requirements for a good reading program were surveyed.
     Data indicated that reading comprehension was more closely related
     to family income and education than to any facet of the school
     reading program, that the most effective approach to reading was
     the whole-word approach with gradual phonics, that remedial work
     administered during school hours was more successful than that of-
     fered during nonschool hours, that a class of 35 students was the
     maximum size for successful reading achievement, and that students
     who had used supplementary readers in addition to basal readers
     achieved better. The status study indicated that the typical read-
     ing program was composed of self-contained classrooms of ability
     grouped children. Approximately 6 weeks of readiness activities
     were followed by work in basal and supplementary readers. Phonics
     and study skills were introduced in the primary and middle grades.
     Principals and teachers expressed the need for reading specialists,
     remedial teachers, consultants, and teacher training in the teach-
     ing of reading. (BS)

215. ED 027 151   RE 001 457
Krippner, Stanley
Research in Visual Training and Reading Disability.
Pub Date Apr 68
Note--25p.; Paper presented at 21st Annual School Vision Forum
    and Reading Conference, Cleveland, Ohio, April 1968.

EDRS Price   MF-$0.25   HC-$1.35

Descriptors--College Students, Elementary School Students, *Eti-
    ology, Experimental Programs, Ophthalmology, Optometrists,
    *Perceptual Development, *Reading Failure, *Reading Improvement,
    Retarded Children, Vision Tests, Visual Learning, *Visual Per-
    ception

    Studies of the etiological factors in reading disability and
approaches, generally visual-perceptual, to the problem are
presented. Krippner's study presents 15 causes of reading dis-
ability and reveals poor visual-perceptual skills as the most
common cause. The Olson-Mitchell-Westberg study attempts to
determine the effects of visual training upon the reading ability
of college students. Getman's program stresses the attainment of
proficiency in basic developmental processes such as general body
movement, eye movement, and visual-perceptual organization. Kep-
hart's approach attempts to orient the child more fully to his
environment in order to promote successful perceptual-motor
matches. Delacato's method claims to alter the neurological
organization through physical activity. Visual training has
resulted in improved reading ability, but not all attempts have
been successful. Optometrists generally support the visual train-
ing approach; most eye doctors see little value in it. This ad-
dress encourages the proponents of both views to better define
their positions, to engage in more fruitful communication, and to
conduct more research studies of the effects of visual training
on reading improvement. Additional studies, an appendix, and a
bibliography are included. (RT)

216. ED 027 152   RE 001 480
Moody, Barbara J., Ed.   And Others
Recipes for Reading: A Teacher's Handbook for Diagnostic and
    Prescriptive Teaching, or the Reading Teacher's Cookbook.
Cooperative Educational Services Center, Winsted, Conn.
Pub Date Aug 68
Note--434p.

EDRS Price   MF-$1.75   HC-$21.80

Descriptors--Basic Reading, *Codification, Corrective Reading,
    Elementary Grades, *Reading Diagnosis, *Reading Games, Reading
    Instruction, *Reading Materials, *Reading Skills, Sequential
    Reading Programs, Supplementary Reading Materials

Identifiers--Elementary and Secondary Education Act, PACE, Pro-
    jects to Advance Creativity in Education, Title III

A coding system for categorizing reading skills was developed
in order to provide manuals for each grade level (preprimer
through 6) that would aid teachers in locating materials on a
particular skill by page number in a specific text. A skill
code key of the skills usually taught at a given reading grade
level is based on specific basal test items from the Ginn,
Houghton-Mifflin, and Scott, Foresman basal reader tests. These
skill code numbers are then used on corrective resources listings
(for 14 publishers of basal readers) which provide information
location for all skills coded in the unit. A sample diagnostic
grouping sheet and skill coding sheets assist teachers in group-
ing students for instruction. A list of student recreational
reading materials is given and supplementary instructional ma-
terials and suggested games and activities are provided for each
grade level. A professional reading list is included. This
research was supported under Title III of the Elementary and
Secondary Act. (CM)

217. ED 027 153   RE 001 518
      Blom, Gaston E.   And Others
      Content Analysis and Children's Responses to First-Grade Readers
         in the United States and Foreign Countries. Final Report.
      Colorado Univ., Denver. Medical Center.
      Spons Agency--Office of Education (DHEW), Washington, D. C.
         Bureau of Research.
      Bureau No--BR-5-0556
      Pub Date 15 Oct 68
      Contract--OEC-6-10-123
      Note--86p.

      EDRS Price MF-$0.50 HC-$4.40

      Descriptors--*Foreign Countries, Grade 1, Personality Development,
         Reading Material Selection, *Reading Research, Sociocultural
         Patterns, *Textbook Evaluation

      Motivational aspects of the content of first-grade reading text-
      books used in the United States and in several foreign countries,
      as well as textbooks formerly used in the United States, were

explored, using both sociocultural and personality development dimensions in the analyses. Exploration of the nature of reading textbook content and its influence on reading acquisition and on cultural transmission was accomplished. Among the findings were indications of a lesser degree of masculine-oriented behavior than of feminine-oriented behavior in basal readers, a close approximation of typical basal text suburban characteristics in multiethnic series, and a considerable various between subject matter of books chosen by children in libraries and that of reading materials used in schools. Stories told by first graders from various socioeconomic and cultural settings were collected for theme analysis, and cross-national studies of first-grade reading textbooks from four countries were conducted. Practical applications of research results included a teachers' selection guide for choosing material for children. An extensive bibliography of supplementary materials related to the investigation and appendixes of coding manuals, attitude sets, and published and unpublished articles are included. (Author/MKD)

218. ED 027 154   RE 001 519
Cleland, Donald L.   And Others
Vocalism in Silent Reading. Final Report.
Pittsburgh Univ., Pa. School of Education
Spons Agency--Office of Education (DHEW), Washington, D. C.
  Bureau of Research.
Bureau No--BR-5-0374
Pub Date 68
Grant--OEG-4-10-056
Note--135p.

EDRS Price MF-$0.75 HC-$6.85

Descriptors--Basic Reading, *Inner Speech (Subvocal), *Intermediate Grades, *Mechanical Teaching Aids, Reading Achievement, *Reading Research, Retarded Readers, Silent Reading

A project designed (1) to determine the incidence of vocalism during silent reading in intermediate-grade children classified as either reading retardates or achievers and (2) to determine the desirability of this vocalism as an adjunct to the reading process was described. The major conclusions reached were that implicit speech is a natural adjunct of the reading process, that it is a residue of initially learned oral language patterns, and that it is often used as an additional sensory input. Implications drawn from the study were: (1) that no inhibitory measures should be taken to cause a decrement in manifestation; (2) that implicit speech may be a frame of reference for validating written language patterns as consonant with oral language; (3) that

organization of an optimal reading environment conducive to maturity is a sound method for causing a decrement in implicit speech manifestation; (4) that a basal program emphasizing phonics does not result in an undue manifestation of recorded implicit speech; and (5) that mechanically presented reading material may result in greater implicit speech manifestation. A bibliography and three apprendixes containing raw data, tests used for population identification, and sample myographic materials are included. (Author/MKD)

219. ED 027 155   RE 001 542
Morrison, Coleman   And Others
Staff After-Effects of Participation in a Reading Research Project: A Follow-Up Study of the Craft Project.
City Univ. of New York, N. Y. Div. of Teacher Education
Spons Agency--Office of Education (DHEW), Washington, D. C.
Report No--CRP-2677
Pub Date 68
Contract--OEC-5-0570-2-12-1
Note--41p.

EDRS Price MF-$0.25 HC-$2.15

Descriptors--Administrator Evaluation, *Curriculum Evaluation, *Followup Studies, *Negro Students, *Primary Grades, Reading Instruction, Reading Materials, *Reading Research, Teacher Evaluation, Urban Schools

.Characteristics of a reading program sustained 3 years following the conclusion of the original research study were examined to see what methods and materials had been retained in participating schools. These schools were those which had taken part in the CRAFT program in 12 predominantly Negro New York City schools. Results of an inventory of teacher attitudes were compiled and examined for this study. The report includes information on individual teacher reactions, administrative attitudes, and present utilization of experimental methods and approaches. It was found that, after trying several experimental methods, teachers returned to a basal reader approach, incorporating ideas from the experimental methods. Administrators, after trying heterogeneous grouping, returned to homogeneous grouping with one exception. References and data tables are included. (MD)

220. ED 027 156   RE 001 545
Williams, Richard P.

Bibliography for Teaching Reading in the Secondary School.
New Mexico State Univ., Las Cruces. Bureau of Educational Research.
Report No--NMSU-BER-10
Pub Date 68
Note--78p.

EDRS Price MF-$0.50 HC-$4.00

Descriptors--*Bibliographies, Content Reading, Critical Reading,
Functional Reading, *High Schools, Individualized Programs,
Linguistics, Literature Appreciation, Reading Comprehension,
Reading Materials, Reading Programs, *Reading Skills, Reading
Speed, Word Study Skills

Included in this bibliography are books, monographs, disserta-
tions, and journal articles of interest to secondary teachers
concerned with reading instruction. The materials included in
the 955 citations cover a period of publication from 1903 to
1967. Entries are divided into the following categories: (1)
critical reading skills, (2) comprehension reading skills, (3)
rate building skills, (4) functional reading skills, (5) word
analysis skills, (6) appreciation skills, (7) reading in the con-
tent areas, (8) instructional materials and methods, (9) reading
programs, (10) linguistics and the reading program, and (11)
individualized programs. Subdivisions are made within the cate-
gories. (MD)

221.   ED 027 157   RE 001 550
Stauffer, Russell G.   Cramer, Ronald
Teaching Critical Reading at the Primary Level. Reading Aids
Series.
International Reading Association, Newark, Delaware.
Pub Date 68
Note--50p.
Available from--International Reading Association, 6 Tyre Ave.,
Newark, Delaware 19711 ($1.75 to members, $2.00 to nonmembers).

Document Not Available from EDRS.

Descriptors--*Critical Reading, Critical Thinking, Directed Read-
ing Activity, Group Dynamics, Group Instruction, Group Reading,
Interpretive Reading, Oral Reading, Reading Comprehension,
*Reading Instruction, Reading Skills

Emphasis is placed on the need for and techniques in the develop-
ment of critical reading at the primary level. The following steps
for teaching reading as thinking and as acquiring ideas are

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presented: (1) developing purposes for reading, (2) developing habits of reasoning, and (3) developing habits of testing predictions. Underlying principles include (1) means of identifying purposes for reading, (2) adjustment of reading rate to the nature and difficulty of materials being read, (3) reading observation, (4) comprehension development, and (5) training in the fundamental skills of discussion, further reading, and additional study writing. The aims of directed reading-thinking activities are to teach children the skills of extracting information of predictive value from a given context and to provide, through the group medium, thinking reader behavior that will be useful to pupils doing undirected reading. Illustrations of directed reading activities at grades 1 and 3 are presented. References are included after individual articles. (JB)

222. ED 027 158   RE 001 551
Viox, Ruth G.
Evaluating Reading and Study Skills in the Secondary Classroom.
  Reading Aids Series.
International Reading Association, Newark, Delaware.
Pub Date 68
Note--56p.
Available from--International Reading Association, 6 Tyre Ave.,
  Newark, Delaware 19711 ($1.75 to members, $2.00 to nonmembers).

Document Not Available from EDRS.

Descriptors--*Content Reading, *Evaluation Methods, *Evaluation
  Techniques, Informal Reading Inventory, Reading Diagnosis,
  Reading Skills, *Reading Tests, *Secondary Education, Stand-
  ardized Tests, Study Habits, Testing

Suggestions are made for evaluating reading and study skills in secondary school content subjects. Evaluation procedures include (1) standardized reading tests, (2) teacher-made informal reading tests, (3) inventories of reading and study skills, (4) interest inventories, and (5) teacher observations. Suggestions are made and samples are shown for the development of informal reading tests and inventories in content subjects. Uses of classroom evaluation results are described for lesson planning, student motivation, student understanding, intrafaculty consultation, and teaching techniques for use with students who cannot read the textbook. References are included. (JB)

223. ED 027 159   RE 001 552
Carlson, Thorsten R.

Current Administrative Problems in Reading. Highlights of the
1967 Pre-Convention Institutes.
International Reading Association, Newark, Delaware.
Pub Date 68
Note--38p.
Available from--International Reading Association, 6 Tyre Ave.,
Newark, Delaware 19711 ($1.50 to members, $1.75 to nonmembers).

Document Not Available from EDRS.

Descriptors--*Educational Administration, *Educational Innova-
tion, Educational Research, Evaluation Needs, Government Role,
*Inservice Education, Instructional Materials Centers, *Read-
ing Programs, *Reading Research, School Industry Relationship

Five papers concerning administrative problems in reading dis-
cuss administrative innovation, reading research, inservice ed-
ucation, and program funding. Forces promoting innovation in-
clude the federal government, industry, and educational research,
the force which is seen as the basis for progress in education.
Learning resource centers, administrative recognition of teach-
ing success, and in-class research are among the eight recom-
mendations included for inservice education. Team enrollment,
for both first-grade teacher and school principal, in college
reading courses is also emphasized as a means of providing in-
service opportunities for both to develop and implement improved
reading programs. ESEA/Title I, III, and IV and NDEA/Title XI
grants are noted as major sources of program funding, and current
programs are described. (RT)

224. ED 027 160   RE 001 553
Taschow, Horst G.
Junior College Reading Programs. Highlights of the 1967 Pre-
Convention Institutes.
International Reading Association, Newark, Delaware.
Pub Date 68
Note--33p.
Available from--International Reading Association, 6 Tyre Ave.,
Newark, Delaware 19711 ($1.50 to members, $1.75 to nonmembers).

Document Not Available from EDRS.

Descriptors--*Critical Reading, Evaluation, *Junior Colleges,
Reading Diagnosis, Reading Materials, *Reading Programs, Reading
Skills, *Teacher Qualifications

Important considerations in planning a junior college reading
program are presented. The need for a flexible reading program

to meet the varied reading abilities of junior college students is emphasized, and the selection of an experienced, well-prepared reading instructor is seen as being vital to a sound program. Extensive study in the psychology of reading, diagnosis and remediation, counseling, testing and evaluation; practical experience teaching reading; and knowledge of reading research are listed as basic requirements for a junior college reading instructor. An abundance of materials designed to meet individual needs is also a basic necessity. Critical reading and teaching strategies are outlined and discussed. Flexible reading skills, vocabulary improvement, and directed reading lessons are seen as contributing to reading comprehension. References are included. (RT)

225. ED 027 161   RE 001 554
Russell, Dwane
In-Service Programs in Reading. Highlights of the 1967 Pre-
    Convention Institutes.
International Reading Association, Newark, Delaware.
Pub Date 67
Note--30p.
Available from--International Reading Association, 6 Tyre Ave.,
    Newark, Delaware 19711 ($1.50 to members, $1.75 to nonmembers).

Document Not Available from EDRS.

Descriptors--*Inservice Programs, *Reading, Reading Instruction,
    Teachers

    Five papers describe components of an inservice program: (1) the establishment of goals which reflect basic learning principles; (2) necessary components of the total inservice program; (3) the identification and meeting of reading teachers' needs and teacher involvement in planning; (4) inservice programs in the large school; and (5) the description of an existing inservice program in a small school. References are cited for individual articles. (JB)

226. ED 027 162   RE 001 555
Jenkinson, Marion D., Ed.
Reading Instruction: An International Forum. Proceedings of the
    First World Congress on Reading Held at UNESCO House, Paris,
    France, August 8-9, 1966.
International Reading Association, Newark, Delaware.
Pub Date 66
Note--349p.
Available from--International Reading Association, 6 Tyre Ave.,
    Newark, Delaware 19711 ($3.50 to members, $3.85 to nonmembers).

Document Not Available from EDRS,

Descriptors--Beginning Reading, *International Education, Literacy,
 Perceptual Development, Reading Comprehension, Reading Diagnosis,
 Reading Difficulty, *Reading Instruction, Reading Materials,
 Reading Readiness, Second Language, Learning, Writing

Participants in this conference represented France, Canada, the
United States, Denmark, Japan, the United Kingdom, Austria, Norway,
Germany, Sweden, Australia, Egypt, India, Israel, Ireland, and
Brazil. Each of the 33 articles is printed in the language in
which it was delivered (English except for two articles), and each
is preceded by short abstracts in English, French, and German.
Two introductory articles discuss the future of reading and read-
ing as a world problem. The remainder of the presentations are
classified under the following headings: the scope of reading,
the concept of reading readiness, developing competence in read-
ing comprehension, provisions made for children who have diffi-
culties in reading, approaches to beginning reading, the percep-
tual bases of reading, the relationship between systems of writing
and the teaching of reading, provision of reading materials, the
teaching of reading in a second language, promoting literacy,
assessing progress in reading, and the psychological bases of
reading. In developing the program, the committee tried to bal-
ance topics which suggested the current status of reading in vari-
ous countries with facets of the reading processes about which
there might be divergent opinions. References are included after
individual articles. (CM)

227. ED 027 163   RE 001 557
     Stauffer, Russell G.   Hammond, W. Dorsey
     The Effectiveness of Language Arts and Basic Reader Approaches to
       First Grade Reading Instruction--Extended into Third Grade.
       Final Report.
     Delaware Univ., Newark.
     Spons Agency--Office of Education (DHEW), Washington, D. C.
     Report No--CRP-3276
     Bureau No--BR-5-0596
     Pub Date 68
     Contract--OEC-6-10-185
     Note--95p.

     EDRS Price MF-$0.50 HC-$4.85

     Descriptors--*Basic Reading, Creative Writing, *Language Experience
       Approach, Oral Reading, *Reading Instruction, Reading Materials,
       *Reading Programs, *Reading Research, Reading Tests, Vocabulary
       Development, Word Recognition, Writing Skills

A comparison of the effects of a Language Arts Approach and a Basic Reader Approach when extended from grades 1 and 2 and applied in 22 third-grade classrooms is presented. The Language Arts or Language Experience Approach utilized children's oral language facility and experiences and their creative writing facility in the development of reading vocabulary, word attack skills, and written communication skills. The Basic Reader Approach utilized basic readers, studybooks, and teacher's manuals to develop reading vocabulary, word attack skills, and comprehension. Related research was surveyed. Conclusions of the study included: (1) while group tests did not discriminate between the two treatment groups, individually administered tests showed a superior performance by the Language Arts Approach students on word recognition tests and oral reading proficiency; (2) the writings of students in the Language Arts showed the correct use of more words; (3) the children in the Language Arts Approach were more eager to read and made more mature reading choices; and (4) the Basic Reader group was superior only on the Arithmetic Computation subtest. A bibliography of sources consulted and a listing of tests used are included. (JB)

228. ED 027 164   RE 001 558
Askov, Eunice N.
Development of an Instrument Measuring Attitudes Toward Reading
   in Primary Pupils.
Pub Date 6 Feb 69
Note--10p.; Paper presented at American Educational Research
   Association Meeting, Los Angeles, Feb. 5-8, 1969.

EDRS Price MF-$0.25 HC-$0.60

Descriptors--*Attitude Tests, Leisure Time, *Primary Grades,
   *Reading Research, Recreational Activities, *Recreational
   Reading, *Test Construction

The development of the Primary Pupil Reading Attitude Inventory to measure recreational reading attitudes is described. Twenty second and third graders were interviewed to determine favorite after school and weekend activities. The nine most frequently named activities and three reading activities were then depicted by an artist in separate versions for boys and girls. Each of the three reading pictures was paired with each of the nine nonreading pictures, and 13 choices between two pictures of nonreading activities were included as distractors so that 40 total choices were required. The inventory was administered, and readministered a week later, to 73 second and third graders. A test-retest reliability coefficient was significant beyond the

.001 level of confidence. The following fall, to obtain a measure
of concurrent validity the test was administered to another group
of 94 second and third graders. Their classroom teachers were
then asked to select the 10 students with the highest and lowest
interest in leisure time reading. A t-test indicated that the
means of the two groups were significantly different. Attitude
inventory scores and achievement test scores showed no significant
correlation. References are included. (CM)

229. ED 027 165   RE 001 560
     Niles, Olive S.
     Evaluation of Three Methods of Teaching First Grade Reading to
        Children Likely to Have Difficulty with Reading.
     Massachusetts State Dept. of Education, Boston.
     Spons Agency--Office of Education (DHEW), Washington, D. C.
        Bureau of Research.
     Report No--CRP-2702
     Bureau No--BR-5-0469
     Pub Date 65
     Contract--OEC-5-10-084
     Note--107p.

     EDRS Price MF-$0.50 HC-$5.45

     Descriptors--Attitudes, Basic Reading, *Beginning Reading, *Chil-
        drens Books, Grade 1, Reading Instruction, *Reading Readiness,
        *Reading Research, *Remedial Reading Programs, Remedial Teachers

     Forty first-grade classes were divided into four treatment groups
to determine the effectiveness of three reading methods with low
ability students. Treatment A subjects used the regular basal pro-
gram. Treatment B subjects used the same basal program, with the
low subgroup receiving additional instructions from remedial read-
ing teachers. Treatment C low subgroups used Houghton Mifflin
readiness materials and tradebooks, while the rest of the class
used the basal program. Treatment D low subgroups received addi-
tional remedial instruction as well as regular classroom instruc-
tion with the Houghton Mifflin readiness materials and tradebooks.
At the end of the 140-day experimental period, the Stanford Achieve-
ment Test, Primary 1, Form X, and the San Diego Attitude Inventory
were administered to all subjects. Additional testing was done
with a random sample. Fifty-three tables present and compare the
data, and eight tables summarize the trends. It was tentatively
concluded that use of the Houghton Mifflin materials plus trade-
books instead of basal readers was more effective than either a
regular basal program or remedial teacher time spent with the low
subgroups. However, the combination of the special materials

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with remedial teacher time appeared to be more effective than either by itself. (CM)

230. ED 027 166   RE 001 561
     Brickner, Ann   And Others
     Summative Evaluation of Listen Look Learn Cycles R-40, 1967-68.
     Educational Developmental Labs., Inc., Huntington, N. Y.
     Report No--EDL-RI-12
     Pub Date Nov 68
     Note--51p.
     Available from--Educational Developmental Laboratories, Inc.,
       Huntington, N. Y.

     Document Not Available from EDRS.

     Descriptors--Ability Grouping, Basic Reading, Grade 1, Listening,
       *Methods Research, Multimedia Instruction, *Reading Achievement,
       *Student Testing, *Teacher Evaluation, Vocabulary, Word Recog-
       nition

     Evaluation of Cycles R-40 of the Listen Look Learn Multi-Media
     Communication Skills System (LLL) is reported. Data were gathered
     from 26 schools through item analysis of pupil workbook responses,
     summation of teacher evaluations, and standardized tests. Sub-
     jects were first graders in 28 LLL classes and in 28 control class-
     es, using basal reading programs. Teacher and class reactions to
     LLL, as reported through teacher evaluations, were favorable to
     the program. Analysis of objective data showed significantly
     higher scores for those children in the treatment groups, regard-
     less of ability level, on all but two of the subtests considered.
     It was found that average-ability children using the LLL system
     scored at almost the same level as high-ability children in con-
     trol classes. Also, the difference between LLL groups and con-
     trol groups was most pronounced for the average-ability group.
     Graphs and data tables are included. (MD)

231. ED 027 157   RE 001 562
     Syagr, Virginia
     Teaching Upper Elementary Students With Severe Learning Dis-
       abilities.
     Oakland Unified School District, Calif.
     Pub Date Dec 68
     Note--60p.

     EDRS Price MF-$0.50 HC-$3.10

Descriptors--Arithmetic, Attention Control, Behavior Development,
   *Dyslexia, Group Dynamics, *Instructional Programs, *Intermedi-
   ate Grades, *Learning Difficulties, Logical Thinking, Operant
   Conditioning, Reading Skills, Social Studies, Teaching Techniques,
   Writing Skills

A program for intermediate-grade children (4, 5, and 6) with
severe learning disabilities is described. The typical student
involved in the program has been unsuccessful in a regular class-
room, has had special help with reading, does not fit the criteria
for any special education program, and has average or above-average
intelligence. The program objectives, the skills taught, and the
teaching methodology are described. Also described are the ma-
terials employed, the architectual requirements, and the backup
services. A multidisciplinary analysis of the program and evalua-
tion of each student are emphasized. Charts, tables, and a bib-
liography are included. (RT)

232. ED 027 168   RE 001 563
     Herr, Blodwen
     Developing a Sense of Sequence--First Grade.
     Spons Agency--Office of Education (DHEW), Washington, D. C.
     Report No--DPSC-66-2195
     Pub Date Sep 68
     Note--40p.

     EDRS Price MF-$0.25 HC-$2.10

     Descriptors--*Curriculum Guides, Federal Aid, *Grade 1, *Instruc-
       tional Materials, Reading Materials, Student Developed Materials

     This ESEA/Title III program was designed to develop a first
     grader's ability to think of events in correct sequence. Through-
     out first grade, children are taught sequence by using objects
     they can see and handle and by using experiences with which they
     are familiar. Dramatizing nursery rhymes, relating the sequence
     in which familiar tasks are accomplished, illustrating stories,
     and recalling the sequence of events in stories read aloud are in-
     cluded as examples of activities used in the program. (MD)

233. ED 027 169   RE 001 564
     Kavanagh, James F.
     Communicating by Language: The Reading Process.
     Spons Agency--National Inst. of Child Health and Human Develop-
       ment, Bethesda, Md.
     Pub Date 68

Note--228p.; Proceedings of a conference held in New Orleans, La.,
  Feb. 11-13, 1968.
Available from--Superintendent of Documents, U. S. Government
  Printing Office, Washington, D. C. 20402 ($1.75)

Document Not Available from EDRS.

Descriptors--Linguistics, Models, Orthographic Symbols, Reading
  Failure, *Reading Processes, *Reading Research, Sensory De-
  privation, *Speech, Visual Perception, *Written Language

Senior scientists representing a variety of research-oriented
disciplines examine the reading process. Among the topics dis-
cussed are visual perception, the processing of written informa-
tion, models for reading and speech, the relationship of spelling
to sound, and areas of needed research. Also discussed are the
influences of grammatical structures on reading, the nature of
writing systems, and the effects of sensory deficits on the
reading process. The need for more explicit descriptions and
complex models of the reading processes is emphasized. The
problems of finding, studying, and doing something for children
who don't read are discussed along with the need for matching
reading materials as closely as possible to speech. Research
with the blind and deaf is seen as a possible source of valuable
information regarding the reading process. A bibliography is
included. (RT)

234. ED 027 170   RE 001 565
      Telder, Thomas V.
      A Learning Center for the Development of Reading and Communica-
        tion Potential.
      Park Ridge Township High School District Number 207, Ill.
      Pub Date /68/
      Note--8p.

      EDRS Price MF-$0.25 HC-$0.50

      Descriptors--*Inservice Teacher Education, Learning Specialists,
        Parent Counseling, Reading Centers, *Reading Consultants, Read-
        ing Diagnosis, Remedial Reading, *Remedial Reading Clinics,
        Remedial Reading Programs

      The development of the Maine Township (Illinois) Diagnostic and
      Remedial Learning Centers, a Title II/ESEA project, is described.
      The remedial learning centers, located in three elementary school
      districts and in one high school district, are termed model pro-
      grams because they are designed to treat pupils in that one school.

Each learning center is staffed with a teacher consultant, reading specialists, and a learning disabilities teacher. The teacher consultant makes an initial educational assessment and develops a prescriptive educational program either in the classroom or with the specialists in individual or small group remedial classes. A basic tenet of this program is to provide continual diagnosis while an educational program is in progress. The teacher-consultant may refer the child to the diagnostic learning center for a more extensive multidisciplinary evaluation. Provisions for inservice training are made, including released time for workshops, conferences, and observations. Another phase of this program includes counseling for parents of children with learning difficulties. Future developments of the project are discussed. (CM)

235. ED 027 171   RE 001 566
      Bliesmer, Emery P.
      1968 Review of Research on College-Adult Reading.
      Pub Date 68
      Note--48p.; Paper presented at National Reading Conference, Los
        Angeles, Dec. 5-8, 1968.
      Available from--National Reading Conference 1968 Yearbook.

      Document Not Available from EDRS.

      Descriptors--*Adult Reading Programs, *College Programs, *Litera-
        ture Reviews, Readability, *Reading Habits, Reading Materials,
        *Reading Research, Reading Skills, Reading Tests, Research
        Reviews (Publications), Study

        One hundred seventy-nine research reports on college and adult
      reading are reviewed under five major headings: (1) programs;
      (2) reading, study, and related habits, traits and skills; (3)
      influence of reading, study, and related habits and skills; (4)
      factors influencing reading and other study habits and skills;
      and (5) testing, readability, newspapers, materials, and other
      areas. In most instances, the populations, procedures, results,
      and conclusions are described. Two program studies were national
      in scope; three were statewide; and one was concerned with nation-
      wide adult basic education programs. Relatively few reports de-
      scribed a specific program, but a considerable number reported
      the results or evaluations of specific programs. Some evaluated
      a particular method or methods or compared methods. Several re-
      viewed studies pertinent to the predictive value of reading for
      college or other academic success. The relationships between
      various personality traits or characteristics and reading and
      related skills are described in the section dealing with factors
      influencing reading. A bibliography is included. (Author/CM)

236. ED 027 172   RE 001 567
     Kirk, Barbara A.
     The Relationship of College Reading Programs to Educational
       Counseling.
     Pub Date 68
     Note--8p.; Paper presented at National Reading Conference, Los
       Angeles, Dec. 5-7, 1968.
     Available from--National Reading Conference 1968 Yearbook.

     Document Not Available from EDRS.

     Descriptors--Academic Performance, *Colleges, *Cooperative Pro-
       grams, *Educational Counseling, Personal Adjustment, Personality
       Problems, *Reading Improvement, *Study Skills

     The way a student studies is a projection of his total person-
     ality. Through the content of his approach to studying, some
     basic personal traits may be dealt with and altered. The rela-
     tionship between the reading and study skills specialist and the
     educational counselor is a cooperative one with the reading
     specialist providing knowledge, information, and techniques while
     the counselor works with the attitudinal, personal, and emotional
     material. A potential danger exists when the counselor defaults
     his responsibility and propels his student into the reading and
     study skills program, or when the reading specialist goes outside
     his professional boundaries and assumes the role of a counselor.
     The necessity of a carefully thought through, planned, tried, and
     evaluated relationship between the counselor and the reading spe-
     cialist is emphasized. (RT)

237. ED 027 173   RE 001 568
     Kingston, Albert J.
     Areas of Confusion in the Development of a Science of Reading.
     Pub Date 68
     Note--8p.; Paper presented at National Reading Conference, Los
       Angeles, Dec. 5-7, 1968.
     Available from--1968 Yearbook of the National Reading Conference.

     Document Not Available from EDRS.

     Descriptors--*Models, Psychology, Reading, *Reading Research,
       *Scientific Attitudes

     The field of reading needs to be more carefully delineated, and
     a scientific language must be developed for two distinct areas of
     concern: reading behavior and reading pedagogy. Theorists as
     well as practitioners are needed if reading is to develop into a

scientifically based discipline. Finding the relationships of reading behaviors to other types of behavior is also necessary. Psychology offers great promise for such study, but the researcher must decide which psychology offers the best approach to studying reading behavior. Possible models are specific constructs in learning theory and in communication theory. Such basic decisions as whether to approach an investigation in a holistic or molar manner, i.e., examining the responses of the whole organism or studying small fragments of behavior, must be made. Identifying what behaviors or processes are unique to reading ability is suggested as a possible starting point. References are included. (CM)

238. ED 027 174   RE 001 571
     Van Gilder, Lester L.   Kania, Joanne
     An Adult Illiteracy Pilot Project: The Training of Reading
        Aides.
     Pub Date 68
     Note--8p.; Paper presented at National Reading Conference,
        Los Angeles, Dec. 5-7, 1968.
     Available from--National Reading Conference 1968 Yearbook.

     Document Not Available from EDRS.

     Descriptors--Adult Reading Programs, Functional Illiteracy,
        *Illiterate Adults, Inner City, *Lay Teachers, Teacher Aides,
        *Teacher Education, *Tutoring

     Sixteen volunteer aides living in inner city Milwaukee were selected according to education (a high school diploma), age (21 years or older), experience working with people, dependability, and availability. They were divided into four groups, and each group was assigned an instructor from the Marquette University reading staff. Ten weekly training sessions stressed the use of a variety of materials and methods for teaching the functionally illiterate. After the training sessions the aides began working with an illiterate adult of their own choosing in a private home setting. The training sessions continued and included evaluation of progress reports and development of planning log books. The aides continued to use the skills and materials acquired in instructing the functional illiterate, some through working with inner city agencies and the public school system. Two aides were given more responsiblity in their present positions, and two are considering formal college work to become certified as teachers. Reactions and recommendations for beginning a second phase of this program are given. A list of instructional materials and publishers is appended. (CM)

239. ED 027 175   RE 001 572
     Maxwell, Martha J.
     Assessing Skimming and Science Skills Improvement.
     Pub Date 68
     Note—9p.; Paper presented at National Reading Conference,
        Los Angeles, Dec. 5-7, 1968.
     Available from—National Reading Conference 1968 Yearbook

     Document Not Available from EDRS.

     Descriptors—*College Programs, *Reading Improvement, *Reading
        Programs, *Reading Skills, Reading Speed, Research Reviews
        (Publications), *Study Skills

     A program for skimming and scanning improvement was developed
     from college textbook material selected from social sciences,
     science, and essays and included a section on scanning bibliog-
     raphies and indexes. Four types of exercises were written for
     each selection: skimming for the main idea, scanning for details,
     scanning for words and phrases, and general comprehension for more
     intensive reading. Finalized forms of the program were tested on
     students enrolled in rapid reading classes and on students working
     in an individualized reading laboratory. The findings indicated
     (1) that many students could not locate main ideas quickly; (2)
     that students preferred to scan for details rather than skim for
     major points; (3) that rapid scanning speeds were associated with
     higher accuracy; and (4) that students would not skim and scan
     unless they were frantically pushed for time. The student's set
     or attitude was also found to be a crucial factor. References
     are included. (Author/CM)

240. ED 027 176   RE 001 574
     Johnson, Joseph Carlton   Jacobson, Milton D.
     An Investigation of the Interrelationships Among Certain Specific
        Predictor Variables and Two College Bound High School Student
        Reading Enhancement Classes.
     Pub Date 68
     Note—12p.; Paper presented at National Reading Conference, Los
        Angeles, Dec. 5-7, 1968.
     Available from—National Reading Conference 1968 Yearbook.

     Document Not Available from EDRS.

     Descriptors—Age Differences, *College Bound Students, Intelli-
        gence Differences, Racial Differences, Reading Comprehension,
        *Reading Improvement, *Reading Programs, Reading Speed, Sex
        Differences, Socioeconomic Influences, Vocabulary Development

The general reading attainment realized by 44 college-bound senior high school students in a 12-week program was studied. The effects of intelligence, sex, race, high school attended, college board scores, age, college choice, and socioeconomic status on the criterion variables of reading rate, vocabulary, and comprehension were also studied. The Nelson-Denny Reading Test, Forms A and B, was used as pretest and post-test. A controlled reader, tachistoscope, additional rate and comprehension devices, programed and linguistic materials, and various practice materials were used in the program. Significant gains were made in vocabulary and reading rate. Sex, race, socioeconomic status, or school attended did not affect the criterion variables. Initial scores affected all three variables. Gains in comprehension and reading rate were affected by intelligence and total college board scores. The relationship of comprehension gain to college choice approached significance. Tables and references are included. (RT)

241. ED 027 177   RE 001 575
Green, Donald Ross   And Others
Learning to Recognize Words and Letters on a CAI Terminal.
Pub Date 25 Apr 68
Note--16p.; Paper presented at International Reading Association
    conference, Boston, April 24-27, 1968.

EDRS Price MF-$0.25 HC-$0.90

Descriptors--*Autoinstructional Aids, Beginning Reading, *Computer Assisted Instruction, *Disadvantaged Youth, Preschool Children, *Reading Research, Sex Differences, Teaching Machines, *Word Recognition

An IBM 1050 AV computer system, including a typewriter keyboard, tape recorder, and slides, was used to teach 4-year-olds word and letter recognition. Three studies explored sex differences in relation to differences in socioeconomic status and learning materials. In experiment 1, 16 disadvantaged children explored the keyboard individually for 6 sessions; then a matching task was presented. Eleven keys with words only were exposed. Experiment 2 expanded these procedures, with 20 disadvantaged children participating in 17 sessions. Ten of these subjects were exposed to letters only; 10, to words only. Boys scored significantly higher than girls on the matching task in experiments 1 and 2. No differences were found between word and letter programs. In experiment 3, 15 middle-class boys and girls participated in 10 exploratory sessions followed by a test. No sex differences were found for the middle-class children. However, the letter program was

easier for them. The authors concluded that the computer system used did not react fast encugh to hold the attention of the children but that a computer-assisted instructional approach which provides for gross motor responses in lieu of verbal ones is well-suited to disadvantaged children, especially boys. References are included. (CM)

242. ED 028 018   RE 001 276
Sterritt, Graham M.   And Others
Sequential Pattern Perception and Reading.
Pub Date 25 Apr 68
Note--13p.; Paper presented at International Reading Association
   conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-$0.25 HC-$0.75

Descriptors--Audiolingual Skills, *Auditory Discrimination,
  *Language Patterns, *Perception Tests, *Sequential Learning,
  *Visual Perception

The first step in learning to read is to recognize the visual language code as equivalent to the auditory code. The next step is the translation between auditory and visual information as well as between temporal and spatial organizations. The factors contributing to such translations are divided into six subprocesses: auditory sequence perception, visual sequence perception, temporal sequence perception, spatial sequence perception, audiovisual integration, and temporal-spatial integration. Nine tests were devised to measure the ability of 40 third graders in these six subprocesses. The tests were based on sequences of dots or beeps to be paired with or differentiated from other sequences. It was hypothesized that the three tests based on the subprocesses requiring no translation would be the easiest; this hypothesis was not confirmed. Difficulty was determined by the stimulus modality of the first pattern which had to be remembered for comparison with the second. A mean of 2.43 errors occurred on tests having a visual-spatial pattern first. A mean of 5.35 errors occurred when an auditory-temporal or visual-temporal pattern was first. Sequence perception scores showed low relationships with reading scores. (WL)

243. ED 028 019   RE 001 296
Edwards, Thomas J.
Lexic-Dyslexic Diagnostic Instruction.
Pub Date Apr 68

Note—12p.; Paper presented at International Reading Association
    conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-$0.25 HC-$0.70

Descriptors—Curriculum Evaluation, Curriculum Planning, *Diagnos-
    tic Teaching, *Dyslexia, *Elementary School Students, Individual
    Instruction, *Reading Ability, *Reading Instruction, Teaching
    Methods

Dyslexia is too often a general category for an assortment of
reading disabilities. Reading ability might be considered as a
continuum ranging from lexia to dyslexia with no implication re-
garding the cause of the disability. Instead of labeling the
child with a reading problem a failure, present teaching techniques
should be evaluated on the basis of their effectiveness in indi-
vidual situations. The initial stages of learning to read com-
prise a highly complex perceptual learning function that varies
from child to child, and current reading tests frequently do not
measure these differences. Until better tests are developed, it
is the teacher's responsibility to diagnose individ⸱ differences
in learning styles. A suggested model for classroom diagnosis
provides all students with a rich language experience program
that allows early identification of quick perceptual learners.
The slower learners could then be given special attention through
the use of various individualized approaches to the teaching of
reading. (BS)

244. ED 028 020   RE 001 340
      Chern, Nona E.
      In-Service Education in Reading: The Realization of the Potential.
          Symposium III.
      Pub Date Apr 68
      Note—17p.; Paper presented at International Reading Association
          conference, Boston, Mass., April 24-27, 1968.

      EDRS Price MF-$0.25 HC-$0.95

      Descriptors—*Elementary Grades, *Inservice Teacher Education,
          *Reading Consultants, *Reading Instruction, Teacher Improvement,
          Teacher Seminars, *Teacher Workshops

      Most schools recognize the need to conduct inservice training
      programs supervised by reading consultants in order to realize the
      potential of teachers during their preservice education. To be
      effective, an inservice training program for elementary reading
      teachers should first be viewed by the participants as an aid to

improve the teaching of reading. The administrators should be willing to release time for the program, to hire specialists to serve as resource persons, and to promote an atmosphere of creative and innovative thinking. The reading consultant should have the full cooperation of the entire staff. He should examine the strengths and weaknesses of the reading program through observation, questionnaires, conference with teachers, and examination of test results. He should make himself available and seek out those who may not be aware they need his services. All school personnel should be involved in planning a flexible inservice program based on the classroom teachers' instruction problems. To illustrate these principles, an inservice program is described from its inception to its conclusion. (NS)

A study was conducted to examine the effects of word familiarity on auditory discrimination and the interactions of the familiarity variable with age. Thirty-seven word pairs equated in sound and length and 37 nonsense word pairs similarly equated were selected according to the maturational level at which children learn different sounds. The subjects were selected from two economically deprived schools and one nondeprived school located in a semirural district in Tennessee. Fourteen first- and second-grade pupils were chosen randomly from each school and were grouped into two sections. One section was given the word pairs first and the nonsense words second, while the other section was presented the pairs in the opposite order. Analyses of variance and T-tests were used to analyze data. It was concluded (1) that second-grade children performed better on the auditory discrimination task than first graders, (2) that meaningfulness of stimulus influenced auditory discrimination, suggesting that an expanded auditory vocabulary might account for apparently improved auditory

discrimination skills, (3) that sex was not a significant factor, and (4) that the socioeconomic level bore no significant influence. A bibliography is included. (WL)

246. ED 028 022   RE 001 407
      Bormuth, John R., Ed.
      Readability in 1968.
      National Council of Teachers of English, Champaign, Ill.
      Pub Date 68
      Note--52p.
      Available from--National Council of Teachers of English,
        508 S. Sixth St., Champaign, Ill. ($1.00)

      Document Not Available from EDRS.

      Descriptors--*Preschool Children, *Readability, Reading Compre-
        hension, Reading Level, *Reading Materials, Reading Readiness,
        *Reading Research

      This bulletin presents four papers on how to control, manipu-
      late, and predict the readability of printed materials. The
      first paper describes trends in readability brought about by re-
      search tools developed by psychologists and linguists. The sec-
      ond paper explores the effects of word frequency in printed ma-
      terials on comprehension and concludes that we tend to recognize
      and understand readily the more frequently used words. Experi-
      mental studies which contribute to the improvement of the reada-
      bility and teaching capacity of preschool books are discussed
      in the third paper which also illustrates how readable preschool
      books may be created by exploiting children's love for television
      and cartoons. The fourth paper is an evaluation of the use of
      the cloze procedure to determine the suitability of reading ma-
      terials. Each article is followed by a brief summary and a
      bibliography. These articles were originally published in the
      1967 and 1968 issues of "Elementary English." (NS)

247. ED 028 023   RE 001 411
      Hodges, Kathleen M.   And Others
      Educational Survey to Determine Reading Disabilities.
      Pub Date Apr 68
      Note--11p.; Paper presented at International Reading Association
        conference, Boston, Mass., April 24-27, 1968.

      EDRS Price MF-$0.25 HC-$0.65

Descriptors--*Federal Aid, *Intermediate Grades, *Junior High
  School Students, *Pilot Projects, Reading Diagnosis, *Remedial
  Reading Programs, Retarded Readers

Identifiers--Elementary and Secondary Education Act

Under an ESEA/Title III Planning Grant, a survey of 11,311
students in grades 4 through 7 in 12 rural central Georgia school
systems was undertaken to identify reading disability. Results
indicated that approximately one-fourth of these students was
reading more than 10 years below their expectancy levels as de-
termined by a recognized formula. An experimental remedial pro-
gram was conducted with 26 of the severely disabled readers.
Average gains as determined by standardized tests for the 24
children who completed the 9-month program were significant.
Average growth rates in reading were approximately twice those
for previous school years. This experimental program will be
expanded into full-scale preventative and remedial programs. (BS)

248. ED 028 024   RE 001 414
      Michael, Lois I.
      Reading Clinics--Helping the Disabled Reader Through Special
        Services.
      Note--10p.; Paper presented at International Reading Association
        conference, Boston, Mass., April 24-27, 1968.

      EDRS Price MF-$0.25 HC-$0.60

      Descriptors--Reading Centers, *Reading Clinics, *Reading Diagnosis,
        *Reading Difficulty, Reading Improvement, Remedial Instruction,
        *Remedial Reading

      The primary goal of reading clinics is to help disabled readers.
However, clinics also help teachers diagnose reading disabilities
and recommend remediation. They help implement research on the
effects of special instruction, the causes of reading disabilities,
the effectiveness of diagnostic tests, and other related factors.
They may also train reading teachers, specialists, and clinicians.
Reading clinics may be private or part of a public school system
or university. To function effectively, they should be established
on sound principles, be well-equipped, and staffed by trained per-
sonnel. They should give prime consideration to their clientele,
their objectives, and to the implementation and evaluation of these
objectives. (NS)

249. ED 028 025   RE 001 417
     Plattor, Emma E.   Woestehoff, Ellsworth S.
     The Application of Computer Technology to Education Diagnosis.
     Pub Date Apr 68
     Note--16p.; Paper presented at International Reading Association
       conference, Boston, Mass., April 24-27, 1968.

     EDRS Price MF-$0.25   HC-$0.90

     Descriptors--*Computer Assisted Instruction, Data Analysis, Data
       Processing, Mechanical Teaching Aids, *Reading Diagnosis, Read-
       ing Instruction

        Effective instructional organization and sequences cannot be
     generated without analyzing and interpreting diagnostic information.
     Currently the teacher is required to provide the analysis and in-
     terpretation as well as the instruction. Class loads and time
     limitations preclude anything other than the cursory examination of
     data. In order to facilitate effectiveness and efficiency, a com-
     puter can assume the analysis function and free the teacher for
     careful interpretation and competent instruction. The utilization
     of a computer in educational diagnosis involves (1) identifying
     information categories requisite to educational diagnosis, (2)
     specifying category variables, (3) selecting instruments for ob-
     taining data, (4) organizing files for data storage and retrieval,
     (5) developing a library of computer programs based on anticipated
     diagnostic procedures, (6) specifying data presentation format,
     and (7) translating the data into instructional sequences. Two
     exhibits of the application of computer technology to educational
     diagnosis are described and illustrated. Data tables are included.
     (BS)

250. ED 028 026   RE 001 420
     Steg, Doreen   And Others
     Effects of Individual Programmed Instruction of Initial Reading
       Skills and Language Behavior in Early Childhood.
     Pub Date 25 Apr 68
     Note--9p.; Paper presented at International Reading Association
       conference, Boston, Mass., April 24-27, 1968.

     EDRS Price MF-$0.25 HC-$0.55

     Descriptors--*Basic Reading, Language Ability, Mechanical Teaching
       Aids, *Preschool Children, *Programed Instruction, *Reading
       Skills, Sight Vocabulary, Word Recognition

     Identifiers--Edison Responsive Environment

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The effects of the Edison Responsive Environment, a computer-
ized typewriter on the development of primary reading skills are
discussed. Subjects were 27 3- and 4-year-old children from lower
and middle socioeconomic classes. A three-phase program taught
these children to relate the names of letters to their upper- and
lowercase graphic symbols, to form words from these letters, and
to develop a sight vocabulary for typed letters, words, and stories.
Research data from the 12 pre- and post-tested children indicated
that after 5 months they could recognize all uppercase letters and
some lowercase letters. They could type and recognize their own
names. There was no significant difference in language facility
development, and there were no significant differences between the
performances of children from the different socioeconomic classes,
even though a 17-point discrepancy in IQ was noted. It was con-
cluded that the children did acquire primary reading skills through
the use of this machine. Teaching machines are recommended for
young children whose attention spans are short. References are
included. (BS)

251. ED 028 027   RE 001 421
Stemmler, Anne O.
Reading of Highly Creative Versus Highly Intelligent Secondary
   Students.
Pub Date 26 Apr 68
Note--16p.; Paper presented at International Reading Association
   conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-$0.25 HC-$0.90

Descriptors--Creative Reading, *Creativity, Functional Reading,
   Gifted, Imagination, *Intelligence, Interpretive Reading,
   *Reading Processes, Reading Skills, *Secondary School Students

   The purpose of this study was to explore the similarities and
differences in the reading behaviors of highly creative (HC) and
highly intelligent (HI) secondary students. An intensive analysis
of the oral introspective and retrospective responses of 36 sub-
jects to two written passages was made. An experimental classi-
fication framework was developed to analyze the data. Results
indicated (1) that the HC group exceeded the HI group in responses
for selected content elements and cognitive patterns in both free
and controlled reading situations, (2) that there was no differ-
ence between groups in the recall of directly stated information,
(3) that the HC group exceeded the HI group in reading for non-
literal meanings, and (4) that the HC group exceeded the HI group
in variation of thinking methods. It was concluded that these two
groups had different reading styles. The HC group possessed imagina-
tive characteristics and read "from within." The HI group possessed

intellective characteristics and read "from without." The implications of this study for the areas of understanding giftedness, understanding the reading process, and curriculum planning are discussed. Sample interviews are included. (BS)

252. ED 028 028   RE 001 427
Ladd, Eleanor M.
District Personnel and the Successful Reading Program.
Pub Date Apr 68
Note--8p.; Paper presented at International Reading Association
    conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-$0.25 HC-$0.50

Descriptors--Guidance Services, Intellectual Disciplines, *Professional Personnel, Reading Consultants, *Reading Diagnosis,
    *Reading Programs, School Psychologists, School Social Workers,
    *Teachers

The teacher in the school of tomorrow will have a variety of
roles. One of the more important will be that of diagnostician.
Perceptive assistance for the teacher as diagnostician is available from the school psychologist, the social caseworker, the
guidance worker, and the reading clinician. The services of all
district personnel should be utilized. The professional personnel in the school should allow more time for the teacher as a
person, as a reading teacher, as a facilitator, and as an interpreter of the behavior of children. Cross-discipline synthesis
is necessary. (Author/BS)

253. ED 028 029   RE 001 429
Henderson, Edmund H.
Do We Apply What We Know About Comprehension.
Pub Date Apr 68
Note--16p.; Paper presented at International Reading Association
    conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-$0.25 HC-$0.90

Descriptors--Basic Reading, *Cognitive Development, Language Experience Approach, Learning Theories, Methods Research, Programed
    Materials, *Reading Comprehension, *Stimulus Behavior

The behaviorist and cognitive views of learning and language are
contrasted, and some methodologies derived from the opposing positions are described. Programed reading in the form of machines,

kits, and self-servicing devices of all sorts and most basal reader programs are identified as products of the behaviorist theory of reading instruction. The language experience approach is identified as a product of the cognitive theory. Curriculums derived from the behaviorist view of learning have produced gains in comprehension as measured by standardized tests. Presently, the cognitive view has had little effect on curriculum development, and differences in achievement as measured by standardized tests have not been impressive. However, one cognitive approach group has shown a 3-year superiority to a basal reader group. Utilization of current scientific and pedagogical knowledge to attain comprehensive reading instructional goals is recommended. References are listed. (BS)

254. ED 028 030   RE 001 434
Colvin, Cynthia M.
Psychological Principles in Materials Selection.
Pub Date 25 Apr 68
Note--10p.; Paper presented at International Reading Association
    conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-$0.25 HC-$0.60

Descriptors--*Beginning Reading, *Content Reading, Individual
    Differences, *Instructional Materials, *Language Experience
    Approach, Language Styles, *Readability, Reading Ability,
    Reading Development, Sequential Reading Programs

    Those psychological principles which might aid the teacher in the selection of instructional materials are examined. Since learning is a process which builds sequentially on past learning, beginning reading materials should include words that have personal relevance for the individual child. Meaningful material is learned more quickly than nonsense syllables. Materials related to the child's experiences are more easily comprehended by him. The development of attitudes and interests cannot be measured by reading tests, but do contribute to reading growth. According to Blom, Waite, and Zinet (1968), the content of pre-primers, primers, and first-grade readers is remote from the child's life. While he is keenly interested in the world around him, his reading stresses family attachment, younger siblings, and ambiguity in sex roles. Anthromorphic and animistic thinking which the child is exposed to are thought to be barriers to his intellectual development. Natural sentences of normal length often are understood more easily than short, artificial ones which are remote from the true language experience and normal speech patterns the child is familiar with. References are included. (WL)

255. ED 028 031   RE 001 436
     Braun, Carl
     The Efficacy of Selected Stimulus Modalities in Acquisition and
        Retention of Sex-Typed Textual Responses of Kindergarten
        Children.
     Pub Date 25 Apr 68
     Note--22p.; Paper presented at International Reading Association
        conference, Boston, Mass., April 24-27, 1968.

     EDRS Price MF-$0.25 HC-$1.20

     Descriptors--*Aural Learning, Females, Interest Scales, Kinder-
        garten, Males, *Pictorial Stimuli, *Retention, *Visual Learn-
        ing, *Word Study Skills

     The hypothesis that a combined pictorial and textual stimulus
     would result in shared and thus reduced stimulus control was in-
     vestigated. It was also hypothesized that interest-loading of
     the word stimuli would heighten the attention given to the stimu-
     lus. Colorful content words were pictorially representable nouns
     selected on the basis of their being boy-words or girl-words. A
     random sample of 240 kindergarten children was drawn from a sampl-
     ing frame stratified by sex and ability level. Four sets of
     criterion word cards were prepared. Two of these were used for
     the auditory-visual presentation and were accompanied by illus-
     tration. The two sets used for the auditory presentation had
     only the words on the cards. Learning and test cycles were al-
     ternated until the subject responded correctly on two successive
     test trials. The results based on acquisition consistently fav-
     ored the auditory treatment. With regard to interest-loading,
     insignificant F ratios were found for high ability children; sig-
     nificant ratios were found for low ability children. Boy- and
     girl-word treatments favored the sex with which they were as-
     sociated. (WL)

256. ED 028 032   RE 001 556
     Whipple, Gertrude
     Bold Action Programs for the Disadvantaged: Elementary Reading.
     International Reading Association, Newark, Delaware.
     Pub Date 68
     Note--57p.
     Available from--International Reading Association, 6 Tyre Ave.,
        Newark, Delaware 19711 ($1.50 to members, $1.75 to nonmembers).

     Document Not Available from EDRS.

     Descriptors--*Childrens Books, *Disadvantaged Youth, Folklore
        Books, Inservice Teacher Education, Language Experience Approach,

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Minority Group Children, Reading Centers, Reading Materials,
*Reading Programs, Teacher Aides, Teaching Methods

The following five characteristics of successful reading pro-
jects for the disadvantaged are discussed as a basis for apprais-
ing ESEA/Title I programs: (1) a child need-centered emphasis,
(2) provision for teacher education, (3) use of multidisciplinary
and paraprofessional personnel, (4) parent involvement, and (5)
evaluation procedures. Current reading programs at the preschool,
primary, and intermediate levels, operating primarily in Detroit
and Los Angeles, are described. They involve comparisons of methods,
the use of lay aides and reading consultants, communication skills
and summer study centers, teacher training, language experience
enrichment, and use of phonetic materials. The personal, social,
and learning characteristics of the disadvantaged child are de-
scribed; some current materials are evaluated; and recommendations
for developing superior instructional materials for the disadvan-
taged are made. Finally, children's books dealing with nonwhite
minorities are analyzed under the categories of folktales, biog-
raphies, and books about minority problems and character depic-
tion. References and a bibliography of children's books are in-
cluded. (CM)

257. ED 028 033   RE 001 559
     Blair, John Raymond   Ryckman, David B.
     Visual Discriminatory Ability Among Prereaders.
     Michigan Univ., Ann Arbor. Center for Research on Language and
        Language Behavior.
     Spons Agency--Office of Education (DHEW), Washington, D. C.
        Bureau of Research.
     Bureau No--BR-6-1784
     Pub Date 68
     Contract--OEC-3-6-061784-0508
     Note--12p.

     EDRS Price MF-$0.25 HC-$0.70

     Descriptors--*Graphemes, *Preschool Children, *Reading Research,
        Structural Analysis, *Visual Discrimination, Word Recognition

     The ability of 50 lower middle-class and 25 upper middle-class
prereading children to discriminate between pairs of uppercase
alphabet letters was tested. A set of 3x5 cards with a sample
stimulus in the upper center section of each card and two alter-
native choice stimuli just below and to the right and left of the
sample was used. The 650 total cards were divided into five sets
of 130 cards. The two major subject groupings were divided into

five groups each and were tested with one set of 130 cards. An analysis of variance showed that the differences between groups both within and across each major grouping were not significant at the .05 level. The range of errors per subject was from 0 to 17 on 130 items. The letter pairs significantly confused were M-N (8); M-W and S-P (5); H-A, I-J, L-J, and K-X (3); and B-X, H-X, N-X, I-L, P-R, A-X, and H-W (2). The uppercase letters with the lightest percentage of errors were in descending order: M, N, K, X, H, P, W, and I. Tables and references are included. (BS)

258. ED 028 034   RE C01 569
     Tinker, Miles A.
     The Uses and Limitations of Eye-Movement Studies of Reading.
     Pub Date 68
     Note--8p.; Paper presented at National Reading Conference,
        Los Angeles, Dec. 5-7, 1968.
     Available from--1968 Yearbook of the National Reading Conference.

     Document Not Available from EDRS.

     Descriptors--Comprehension, *Eye Fixations, *Eye Movements, *Eye
        Regressions, Oral Reading, Performance, Reading Diagnosis, Read-
        ing Speed, *Visual Perception

     Uses and limitations of eye-movement records as measures of
     reading performance are discussed. Research studies and findings
     are cited, standards for reliability and validity are given, and
     types of eye-movement measures are described. Research has demon-
     strated that eye movements are not causes but symptoms of reading
     proficiency; therefore, diagnosis should deal with the factors of
     perception, comprehension, and material assimilation. Changes
     in eye-movement patterns are shown by a rapid decrease in fixation
     and regression frequency and in pause duration during the early
     grades and by much less change at higher levels. Comparisons be-
     tween inefficient and efficient readers show the better readers
     to make fewer fixations, fewer regressions, and shorter pauses
     and to vary their eye-movement patterns according to the kind and
     difficulty of materials read. The role of eye movement in oral
     reading, in the study of legibility of print, and in reading speed
     is presented. References are included. (JB)

259. ED 028 035   RE 001 570
     Wark, David M.
     Case Studies Behavior Modification.
     Pub Date Dec 68

Note--27p.; Paper presented at National Reading Conference,
Los Angeles, Dec. 5-7, 1968.
Available from--1968 Yearbook of the National Reading Conference.

Document Not Available from EDRS.

Descriptors--*Adult Reading Programs, *Behavior Change, *Reading
Improvement, *Reading Skills, *Reading Speed, Self Reward, Study
Habits

The case histories of five students enrolled in a university
course in how to study are reported. The students range in age
from 18 to 35, included two males and three females, and varied
in school experience from no college in one case and some college
in two cases to college degrees in two cases. Students were in-
itially taught to chart their own study behavior using a textbook
of their choice. Halfway through the course they were given in-
struction in techniques of behavior modification. They were as-
signed to a part of these self-selected techniques for their self-
selected problems. The contingencies and payoffs were chosen by
the student. Contracts were signed by each student and included
such rewards as recreational reading time, listening to rock and
roll music, and walking the dog. They included such avoidance
contingencies as gaiting the dog, wearing a disliked sport coat,
and nonsmoking. The behaviors to be changed included accelerating
rate, increasing length of time spent studying, and beginning
studying. In all cases the contingencies served to modify be-
havior toward the desired goal. A broader survey of study be-
havior under natural situations is suggested. Tables and a
bibliography are included. (CM)

260. ED 028 036   RE 001 576
Williams, Joanna P.
Summary Report of a Seminar on Linguistics and Reading.
Pennsylvania Univ., Philadelphia. Graduate School of Education.
Spons Agency--Office of Education (DHEW), Washington, D. C.
Report No--DPSC-67-3010
Pub Date Oct 68
Note--8p.
Available from--Research and Information Services for Education,
443 S. Gulph Road, King of Prussia, Pa. 19406

Document Not Available from EDRS.

Descriptors--Comprehension, Intonation, *Linguistics, Listening
Skills, Morphemes, Phonology, *Reading Instruction, Speaking
Activities, Structural Analysis, Syntax, Testing, Writing Skills

Findings of a seminar which explored the current linguistics
methods of teaching elementary reading and examined the background
of this approach and some programs constant with it are presented.
The seminar established the following set of criteria for describ-
ing the important characteristics of a linguistics method: (1)
task definitions of decoding, comprehension, and reacting; (2)
considerations of phonological, morphological, and syntactic
levels in building materials; (3) contrasts of pattern presenta-
tion; (4) patterns emerging from story content; (5) word analysis;
(6) inductive or deductive processes; (7) correspondence regulari-
ty; (8) nonsense materials; (9) vocabulary choices; (10) picture
usage; (11) specific emphasis on intonation and stress; (12) spe-
cific listening and speaking activities; (13) writing activities;
and (14) formal testing provisions. The results of applying these
criteria to seven reading series are presented. References are
given. (JB)

261. ED 028 037   RE 001 627
Burmeister, Lou E.
Final Vowel-Consonant-e.
Pub Date Feb 69
Note--13p.; Paper presented at American Educational Research
    Association meeting, Los Angeles, Feb. 5-8, 1969.

EDRS Price   MF-$0.25   HC-$0.75

Descriptors--Beginning Reading, *Consonants, *Phonics, Reading
    Instruction, *Vowels, *Word Lists, Word Study Skills

The utility value of the final vowel-consonant-e phonic gen-
eralization was examined using 2,715 common English words. When
the vowel was defined as a single-vowel, the consonant as a sin-
gle-consonant, and the final e as a single-e the generalization
was found to be highly useful, contrary to other recent findings.
Using the total sample of 2,715 words the utility level of this
generalization was 73.7 percent. For a, e, i, o, u and y, it
reached the utility levels of 78.9, 67.4, 61.1, 85.6, 78.3, and
100 percent, respectively. The groups which composed the three
largest exceptions were (1) a-e=i (as in furnace, damage, and
private), (2) e-e=a (as in there), and (3) i-e=i (as in live and
captive). Primary level words which are exceptions to the gen-
eralization are listed. It is recommended that these words be
taught as sight words at the primary level and that groups of ex-
ceptions be taught at a later time as the need arises in reading
materials. Tables and references are included. (Author/CM)

262. ED 028 038   RE 001 628
     Vick, Marian Lee   Johnson, Joseph Carlton II
     A Study of the Relationships Between Primary Grade Pupils
        Labeled As Either Culturally Disadvantaged or Culturally Ad-
        vantaged and Their Development of Certain Language Skills.
     Pub Date 8 Feb 69
     Note--16p.; Paper presented at the American Educational Research
        Association meeting, Los Angeles, Feb. 5-8, 1969.

     EDRS Price MF-$0.25 HC-$0.90

     Descriptors--Articulation (Speech), Auditory Discrimination,
        *Culturally Advantaged, *Culturally Disadvantaged, *Disadvan-
        taged Youth, *Language Ability, *Language Skills, Primary
        Grades, Reading Ability, Socioeconomic Status, Verbal Ability,
        Vocabulary Development, Vocabulary Skills

     A study was made of the interrelationships among the language
     skill complex (auditory discrimination, articulation of speech
     sounds, recognition vocabulary, and vocabulary of use), grade
     level, intelligence level, race, sex, father's occupation, school,
     chronological age, and general reading ability of children placed
     in the primary grades with respect to their cultural index. Three
     hundred and twenty-two primary-grade children from two elementary
     schools in Durham County, North Carolina, served as subjects.
     One school enrolled a predominantly disadvantaged population;
     the other school enrolled a predominantly advantaged population.
     Test data were analyzed through variance and covariance techniques
     of multiple linear regression. Significant differences in audi-
     tory discrimination and its relationship to the cultural index
     could not be attributed to differences in race, sex, father's
     occupation, school, chronological age, or general reading ability.
     Articulation of speech sounds was dependent upon grade and the
     combined factors of grade and chronological age. Recognition
     vocabulary was dependent upon grade, grade and age combined, intel-
     ligence, and general reading ability. Grade, sex, grade and
     chronological age combined, general reading ability, and intel-
     ligence were significant factors for the development and utili-
     zation of vocabulary of use. References are included. (Author/CM)

263. ED 028 039   RE 001 631
     Mason, Evelyn
     Suggested Activities for Developing and Reinforcing Word Analysis
        Skills in the Reading Program.
     Pub Date Sept 68
     Note--109p.

     EDRS Price MF-$0.50 HC-$5.55

Descriptors--*Phonics, *Reading Games, Reading Instruction, Reading Skills, *Structural Analysis, *Word Recognition, *Word Study Skills

Teaching procedures for word analysis skills are described and followed by sample games and activities. The skills are listed in the following sequence: sight words, phonics (initial consonants, medial and final consonants, blends, digraphs, short vowel sounds, syllabication related to short vowel position, short vowel compound words, long vowel sounds, applying vowel principles, diphthongs), structural analysis (prefixes, recognition of suffixes, endings, syllabication), and synonyms, antonyms, and homonyms. Suggestions for developing comprehension and interpretation skills and abilities are noted. Listings of commercial aids and teacher references are included after each skill section. (CM)

264. ED 028 040   RE 001 632
Hayes, Robert B.   Wuest, Richard C.
A Three Year Look at i/t/a, Lippincott, Phonics and Word Power, and Scott, Foresman.
Pub Date Feb 69
Note--14p.; Paper presented at American Educational Research Association conference, Los Angeles, Feb. 5-8, 1969.

EDRS Price MF-$0.25 HC-$0.80

Descriptors--*Beginning Reading, *Developmental Reading, Educational Attitudes, Elective Reading, *Initial Teaching Alphabet, *Phonics, Reading Achievement, *Reading Instruction

The following approaches to beginning reading were compared: (1) a basal reader program utilizing a whole word, carefully controlled vocabulary, and ability grouping procedures; (2) a phonics approach, with many different words, using essentially whole class procedures; (3) a combination whole word basal program supplemented with a phonics program; and (4) the i/t/a program employing a total language approach, a heavier than usual vocabulary, and grouping procedures. Each year the study was evaluated by the Stanford Achievement Test, the San Diego County Inventory of Reading Attitude, and a record of the number of books read independently. Additional random sample testing was done with individually administered tests. The original population, composed of 415 first graders in five classrooms per treatment, decreased to 262 pupils at the end of grade 3. In grade 1, while basal reader pupils read the most books, the other three programs generally appeared to help children to higher silent achievement. By the end of grade 3 the phonics approach scored significantly

higher on Paragraph Meaning and Spelling than did the basal or combination classes. The phonics program was also favored significantly over the combination program at the end of third grade. At the same time the basal group scored significantly lower than the other three groups on Word Study Skills. Other significant differences are also reported. Tables are included. (CM)

265. ED 028 041   RE 001 633
     Morrison, Coleman   And Others
     A Comparison of the Reading Performance of Early and Non-Early
       Readers from Grade One Through Grade Three.
     City Univ. of New York, N. Y. Div. of Teacher Education.
     Spons Agency--Office of Education (DHEW), Washington, D. C.
     Pub Date /68/
     Note--44p.

     EDRS Price MF-$0.25 HC-$2.30

     Descriptors--*Beginning Reading, Developmental Reading, *Dis-
       advantaged Youth, *Early Reading, Grade 1, Grade 2, Grade 3,
       *Reading Achievement, *Reading Instruction, Reading Interests,
       Reading Readiness, Urban Schools

     Among the CRAFT project total population of 1,378 disadvantaged
     urban children, 58, or 4 percent, were identified at the begin-
     ning of first grade as early readers on the basis of their ability
     to identify words in print. All children in the study were taught
     to read by either the Skills Centered or the Language Experience
     Approach. Achievement tests administered over the 3-year period
     included the Murphy-Durrell Reading Readiness, the Metropolitan
     Reading Readiness, the Thurstone Pattern Copying and Identical
     Forms, the Stanford Primary I Achievement, the Metropolitan Pri-
     mary I Achievement (Form B), the Metropolitan Advanced Primary
     Achievement (Form C), the Metropolitan Primary II Achievement
     (Form B), the New York State tests of word recognition and com-
     prehension, and the Metropolitan Elementary Achievement (Form A).
     In addition, the San Diego County Inventory of Reading Attitude
     and a second-grade teacher evaluation of eagerness to read and
     maturity of reading choices were administered. Early readers en-
     tered school with a highly significant advantage in reading
     readiness and in reading ability that they maintained over a 3-
     year period. When the early readers were compared on the basis
     of approach there was no significant difference. Tables and
     references are included. (CM)

266. ED 028 042   RE 001 634
     Schutz, Richard E.   And Others
     Reinforcement Schedules in Pacing Reading Rate. Final Report.
     Arizona State Univ., Tempe.
     Spons Agency--Office of Education (DHEW), Washington, D. C.
        Bureau of Research.
     Bureau No--BR-5-0740
     Pub Date Dec 68
     Grant--OEG-7-12-0030-233
     Note--48p.

     EDRS Price   MF-$0.25   HC-$2.50

     Descriptors--Grade 4, *Interval Pacing, *Operant Conditioning,
        Pacing, *Reading Comprehension, *Reading Speed, *Reinforcement

     Responses of individual fourth-grade children were monitored
     in daily 30-minute sessions for 10 consecutive school days. In-
     dividual subjects were used as their own controls. The child sat
     before a small table with a surface-mounted button and a wall-
     mounted screen upon which visual stimuli were rear-view projected,
     using a filmstrip projector with the frame advance controlled by
     the button press. A doorbell chime was used as an auditory re-
     inforcement-contingency indicator. Discourse from a third-grade
     series of science books was photographed line by line, with each
     line constituting a 35 mm filmstrip frame. Data for baseline
     performance with no reinforcement contingency, fixed-interval
     schedule performance, variable-interval schedule performance,
     and variable-ratio performance are reported. The effects of given
     schedules are observable on an intrasession and intersession basis
     via inspection of cumulative response records. The fixed-interval
     schedule resulted in highly stable reading rates; the other
     schedules resulted in steadily accelerating rates. The introduc-
     tion of reading comprehension test contingencies reduced behavior
     extraneous to reading and resulted in improved comprehension per-
     formance. Other conclusions are suggested as a starting place
     for further investigation. The reading comprehension tests and
     references are appended. (Author/CM)

267. ED 028 043   RE 001 635
     Bougere, Marguerite B.
     Selected Factors in Spoken Language Related to First-Grade Read-
        ing Achievement.
     Chicago Univ., Ill.
     Spons Agency--Office of Education (DHEW), Washington, D. C.
        Bureau of Research.
     Bureau No--BR-7-E-125

Descriptors--Beginning Reading, *Grade 1, Kernel Sentences,
   *Language Patterns, Language Research, Oral Communication,
   Predictive Ability (Testing), *Reading Achievement, Reading
   Readiness Tests, *Sentence Structure, Socioeconomic Status,
   Transformations (Language), *Vocabulary

The relationship between first-grade reading achievement
and selected experimental language measures was investigated.
The measures selected for study were (1) number of T-units (com-
munication units) spoken in an experimental situation, (2) mean
length of T-unit, (3) ratio of subordinate clause length to T-
unit length, (4) ratio of sentence-combining transformations to
T-units, (5) percent of words at Thorndike-Lorge frequency levels
1 and 2, (6) percent of words at Thorndike-Lorge frequency levels
3-5, and (7) the type-token ratio. Subjects were 60 first-grade
pupils from six suburban schools representing three socioeconomic
levels. No single language measure nor any combination of these
measures was found to have as much value in predicting reading
achievement as did the Metropolitan Readiness Test (MRT). Cer-
tain combinations of the experimental language measures added
significantly to the value of the MRT in predicting first-grade
achievement in both word recognition and comprehension. Mean T-
unit length added significantly to the value of the readiness
test in predicting comprehension. Other findings and conclusions
are offered. Tables and references are included. (Author/CM)

268. ED 028 044   RE 001 636
     Ammon, Paul R.   Graves, Jack A.
     The Identification of Word Meaning from Sentence Contexts: An
        Effect of Presentation Order.
     Pub Date Feb 69
     Note--11p.; Paper presented at American Educational Research
        Association conference, Los Angeles, Feb. 5-8, 1969.

     EDRS Price MF-$0.25 HC-$0.65

     Descriptors--*Context Clues, *Interference (Language Learning),
        Learning Processes, Listening, *Listening Comprehension,
        *Memory

     Sixty fourth- and fifth-grade children listened to six series
     of six sentences each, with each sentence in a series containing
     the same artificial word. The task was to assign to the artificial
     word a meaning which would fit all sentence contexts in the series.

Preliminary data provided an estimate of the probability that a particular sentence, presented in isolation, would elicit a correct response. The sentence most likely to elicit a correct response in a particular series was called the "best" sentence. Two presentation orders were used: from best to worst and worst to best. There were two response conditions: one in which the subject responded after each sentence in a series, and one in which he responded only after hearing the entire series. Analysis of variance indicated that significantly more correct responses occurred with the best-to-worst presentation order. Number of responses and the interaction of this factor with presentation order were nonsignificant effects. Further analysis suggested that, with the worst-to-best order, early sentences tended to interfere with normal processing of subsequent sentences. Tables and references are included. (Author/CM)

269. ED 028 045   RE 001 637
Kresh, Esther   Green, Bert F., Jr.
Preschool Academic Skills Test.
Pub Date 69
Note--14p.; Paper presented at American Educational Research
    Association meeting, Los Angeles, Feb. 5-8, 1968.

EDRS Price MF-$0.25 HC-$0.80

Descriptors--*Disadvantaged Youth, Individual Tests, Kindergarten
    Children, Middle Class, *Predictive Validity, *Preschool Chil-
    dren, *Preschool Tests, Readiness, Reading Readiness, Test
    Reliability, Test Validity, Verbal Ability, Vocabulary

The Preschool Academic Skills Test was developed from an analysis of first-grade reading and mathematics materials to identify those behaviors that were assumed to be in students' repertoires prior to first grade. The 105 items are grouped in 10 subtests: Vocabulary, Color Naming, Classification, Functional Relationships, Visual Matching, Auditory Matching, Picture Arrangement, Symbol Series, Counting, and Verbal Concepts. The test was administered to 428 4-year-olds from impoverished neighborhoods, to 326 middle-class 4-year-olds from private nursery schools, and to 120 5-year-olds. Statistical analysis of the subtests showed the reliability of the total test score and the subtest scores to be very high. The compared test performances indicated that nondeprived children did better than deprived children; that kindergarten children did better than preschool children; and that girls did better than boys. Subtest intercorrelations were obtained for each of the subgroups. To determine the predictive validity, correlations were made among test results on this instrument given at the beginning

of kindergarten and on the Detroit IQ Test given at the end of
kindergarten, the Metropolitan Readiness Test given at the be-
ginning of first grade, and the Metropolitan Achievement Test
at the end of first grade. Tables are included. (CM)

270. ED 028 046   RE 001 638
     Tremonti, Joseph B.
     Improving the Junior College Reading Programs.
     Pub Date 68
     Note--13p.; Paper presented at National Reading Conference, Los
        Angeles, Dec. 5-7, 1968.
     Available from--National Reading Conference 1968 Yearbook.

     Document Not Available from EDRS.

     Descriptors--*Administrator Role, Inservice Teacher Education,
        *Junior Colleges, Reading Material Selection, *Reading Pro-
        grams, Reading Skills, Teachers

     The administrator's role in establishing a sound junior college
     reading program is discussed. He is warned against the unthought-
     ful adoption of reading innovations, the hiring of unqualified
     teachers, and an inadequate supply of reading materials. Ef-
     fective inservice training programs, a concerned reading com-
     mittee, and adequate library facilities are recommended. Admini-
     strative enthusiasm for the reading program, close communication
     between the administration and teachers, and opportunities for
     professional growth are also emphasized. Administrators are
     urged to become acquainted with the methods of teaching reading
     and the various types of reading programs, materials, and tech-
     niques available; to provide consultant services and secretarial
     help for teachers; to supply the necessary reading materials and
     equipment; and to arrange for adequate teaching space and time.
     Effective administrative leadership is seen as resulting in a con-
     stant and enriched reading and learning atmosphere for junior
     college students. (RT)

271. ED 028 047   RE 001 639
     Hultgren, Dayton   Crewe, James
     Athletic Department Reading and Study Skills Program--A Model in
        Search of Other Applications.
     Pub Date Dec 68
     Note--7p.; Paper presented at National Reading Conference, Los
        Angeles, Dec. 5-7, 1968.
     Available from--1968 National Reading Conference Yearbook

Descriptors--*Athletics, *College Programs, Corrective Reading,
   *Counseling Programs, Counseling Services, *Reading Improve-
   ment, Reading Skills, *Staff Role

A personnel services model program for the university student-
athlete was developed 4 years ago by the Department of Intercol-
legiate Athletics and the Student Counseling Bureau of the Uni-
versity of Minnesota. The service is preventive in emphasis,
developmental in philosophy, and individualized in operation.
The reading and educational skills improvement phase of the pro-
gram involves an evening study hall for regular course assign-
ments, tutor-seminars in subject areas, and individual skills
improvement practice sessions based on diagnostic testing. The
position of Educational Skills Counselor was established to pro-
vide scholastic supervision and program advising during the day.
As a certified psychologist, the counselor provides personal,
vocational, and general psychological counseling. He also shares
with other administrative and scholastic units of the University
the supervision of each student-athlete's progress toward a de-
gree and gathers and disseminates relevant information on problems,
on educational and social growth, and on placement. The effec-
tiveness of the program is evaluated in terms of student and
faculty assessment of its worth, further implementation of this
model, and student scholastic achievement. (Author/CM)

272. ED 028 048   RE 001 640
     Abrams, Jules C.
     Dyslexia - Single or Plural.
     Pub Date Dec 68
     Note--14p. Paper presented at National Reading Conference, Los
        Angeles, Dec. 5-7, 1968.
     Available from--1968 Yearbook of the National Reading Conference.

Descriptors--Concept Formation, *Dyslexia, *Language Handicapped,
   Learning Difficulties, *Minimally Brain Injured, *Neurological
   Defects, *Neurologically Handicapped, Perception, Reading Fail-
   ure, Verbal Development, Verbal Learning

A differential diagnosis of three types of severe reading dis-
ability cases is presented. The brain damaged-ego disturbed child
suffers a defect in the central nervous system which makes it ex-
tremely difficult to develop such basic skills as perception,
concept formation, and language. The specific brain injury cases,

classed as organic remedial, have a language impairment caused by an actual lesion to the occipital-parietal area of the brain. The classification functional remedial is used for those children without definite brain damage whose capacity to read is impaired by a disturbed pattern of neurological organization. The brain damaged-ego disturbed child is almost always hyperactive and hyperdistractible and has difficulty in making generalizations and manipulating verbal concepts. The organic and functional remedial children can function with normal behavior until they encounter a situation dealing specifically with interpreting reading material, at which time they may withdraw or act out frustrations aggressively. The verbal IQ is significantly higher than the performance IQ in the ego disturbed child, while the reverse is true for the organic and functional remedials. References are included. (CM)

273. ED 028 049   RE 001 641
Spache, George D.
College-Adult Reading--Past, Present and Future.
Pub Date Dec 68
Note--13p.; Paper presented at National Reading Conference, Los Angeles, Dec. 5-7, 1968.
Available from--1968 National Reading Conference Yearbook.

Document Not Available from EDRS.

Descriptors--*Adult Reading Programs, *College Programs, Computer Assisted Instruction, Counseling, Instructional Programs, Readability, *Reading Research, Reading Speed

College-adult reading research trends are discussed. The reading process; the influence of vision, perception, and personality; and program outcomes are noted as major trends of past studies, and a list of mistaken assumptions in these earlier studies is given. Present research shifts to the study of the role of both teacher and student personality and to the significance of the student's ambitions, self-concept, and self-expectations in relation to reading performance. Reflecting this trend is the denigration of the machine, the workbook, and mass instruction to minor roles. These are replaced by counseling-oriented and individualized reading programs. Intensive behavioral studies, closed circuit television, package materials, and computer-assisted instruction are seen as future college-adult reading research trends. References are included. (RT)

274. ED 028 050   RE 001 642
     Berg, Paul Conrad
     The Psychology of Reading Behavior.
     Pub Date Dec 68
     Note--15p.; Paper presented at National Reading Conference,
       Los Angeles, Dec. 5-7, 1968.
     Available from--1968 National Reading Conference Yearbook.

     Document Not Available from EDRS.

     Descriptors--*Models, Reading Comprehension, *Reading Processes,
       *Reading Research, Reading Speed, Taxonomy, *Theories, Vocabu-
       lary

     A brief review of reading research studies is presented, and
     the need for unifying reading theories is discussed. It is noted
     that speed training, comprehension skills, and vocabulary devel-
     opment compose the main areas of reading research and that most
     of the studies are taxonomic and do not give accurate explanations
     or allow for predictions and controls. An attempt to go beyond
     taxonomic theories and models to develop a theoretical position
     explaining reading behavior is recommended, and the need for
     uniting reading experts in an attempt to develop heuristic theo-
     ries about the nature of adult reading is pointed out. A psychol-
     ogy of reading behavior is seen as the end result of such an at-
     tempt. References are included. (RT)

275. ED 028 051   RE 001 643
     Rosen, Carl L.
     The Status of School Vision Screening: A Review of Research
       and Consideration of Some Selected Problems.
     Pub Date 68
     Note--12p.; Paper presented at National Reading Conference,
       Los Angeles, Dec. 5-7, 1968.
     Available from--National Reading Conference 1968 Yearbook.

     Document Not Available from EDRS.

     Descriptors--Clinical Diagnosis, *Referral, *Research Reviews
       (Publications), *Screening Tests, Specialists, *Vision Tests

     The current view of the multidimensional nature of learning
     difficulties includes visual difficulties as one contributing
     factor. Although many researchers decry the use of the Snellen
     Test as the sole screening device, this test is still the most
     commonly used vision screening instrument in our nation's schools.
     Findings of numerous studies comparing the accuracy of referral

of various screening instruments to the findings of trained visual examiners are summarized. In general, the higher the rate of correct referrals, the higher also is a battery's tendency to overrefer pupils. The lower the number of correct referrals, the higher the tendency for underreferrals. The stereoscopic visual screening devices appear to overrefer, while the Snellen Test and the Massachusetts Vision Test tend to underrefer. A Modified Clinic Technique, requiring trained examiners and some technical equipment, has been identified as the most effective method in screening pupils for referral. Some factors influencing accuracy of referral are summarized. Commentaries on the general status of school visual screening programs are most often negative, and improvements are slow in coming. A bibliography is included. (CM)

276. ED 028 052   RE 001 644
      Roeder, Harold H.
      A Comparison Between the Leisure Reading Habits of Female Teachers
         and Other Women of the Same Social Status.
      Pub Date 68
      Note--12p.; Paper presented at National Reading Conference, Los
         Angeles, Dec. 5-7, 1968.
      Available from--National Reading Conference 1968 Yearbook.

      Document Not Available from EDRS.

      Descriptors--Academic Achievement, Attitudes, Books, *Comparative
         Analysis, Cultural Background, Demography, *Females, Periodicals,
         *Reading Habits, *Recreational Reading, *Women Teachers

      A comparative study of the quantitative leisure reading habits
      of 85 female public school teachers and a group of 95 women simi-
      lar to the teachers in demographic and sociological respects is
      presented. Several relationships were statistically significant
      at the .01 level as indicated by the Chi Square test of associa-
      tion. A significant relationship existed between the number of
      books and magazines read by adult females and their occupations.
      Teachers read more books than nonteachers, and teachers in their
      twenties read more books than older teachers. Teachers with 1-9
      years of experience read more books than teachers with 10 or more
      years. Among all respondents, education was a major determinant
      of the number of books read. The study concluded that the teach-
      ers and nonteachers were not active in the wider reaches of lit-
      erate pursuits and that the vast majority of children have little
      contact with enthusiastic, adult readers. References are included.
      (RT)

277. ED 028 053   RE 001 645
     Dulin, Kenneth L.
     Readability Levels of Adult Magazine Material.
     Pub Date 68
     Note--10p.; Paper presented at National Reading Conference,
       Los Angeles, Dec. 5-7, 1968.
     Available from--National Reading Conference 1968 Yearbook.

     Document Not Available from EDRS.

     Descriptors--Adult Reading Programs, *Measurement, *Readability,
       *Reading Level, *Reading Materials, Secondary Schools

     The ι.adability levels of 15 popular magazines were determined
     by applying the Flesch, Farr-Jenkins-Paterson, Gunning, and Fry
     readability formulas to lead articles of each.   Average grade
     levels found were 13, 14, 12.2, and 10.9.   Probability inter-
     correlations between the easy-to-difficult rankings yielded by
     the four formulas were all significant at the .01 level.   It was
     concluded that difficulty levels of popular magazines have risen
     over the years and that magazines can be included within the con-
     tent of secondary and college-adult reading programs.   Readability
     and intercorrelation tables along with references are included。
     (Author/RT)

278. ED 028 054   RE 001 646
     Briggs, F. Allen
     'Grammatical Sense' As a Factor in Reading Comprehension.
     Pub Date Dec 68
     Note--8p.; Paper presented at National Reading Conference, Los
       Angeles, Dec. 5-7, 1968.
     Available from--1968 Yearbook of the National Reading Conference.

     Document Not Available from EDRS.

     Descriptors--Kernel Sentences, Linguistics, Oral Communication,
       *Reading Comprehension, Sentence Structure, *Syntax, *Trans-
       formation Generative Grammar, *Transformations (Language),
       Transformation Theory (Language)

     The function of syntax as a factor in comprehension is de-
     scribed in terms of transformations of basic sentence patterns.
     Examples of transformations of the basic indirect object sentence
     are included to show emphasis, questions, negations, and coordin-
     ate or subordinate relationships.   The term grammeme is defined
     as the minimum unit of syntactical significance used in communi-
     cation。   It is recommended that these syntactical patterns and
     the accompanying concepts they convey, along with semantic

understanding of morphemes, be taught as part of reading instruction. (CM)

279. ED 028 055   RE 001 648
Summers, Edward G., Comp.
Recent Doctoral Dissertation Research in Reading, Supplement 1.
   ERIC/CRIER Reading Review Series, Volume 2, Bibliography 14.
Indiana Univ., Bloomington. ERIC Clearinghouse on Reading.
Spons Agency--Office of Education (DHEW), Washington, D. C.
   Bureau of Research.
Pub Date Mar 69
Note--178p.

EDRS Price MF-$0.75 HC-$9.00

Descriptors--Adult Programs, *Annotated Bibliographies, *Bib-
   liographies, Colleges, *Doctoral Theses, Elementary Schools,
   Preschool Programs, *Reading Research, Secondary Schools

A listing of 344 dissertations completed in colleges and uni-
versities since 1966 in the areas of preschool, elementary,
secondary, college, and adult reading is reported. Volumes 27
and 28 of "Dissertation Abstracts" were reviewed, and disserta-
tions on reading were noted. A comprehensive, analytical ab-
stract was prepared by professionals in reading who worked from
the summary reported for each dissertation. As much as possible
of the procedures, design, and conclusions of each investigation
was included in the abstract. Each entry includes complete bib-
liographic data and information for ordering copies. Copies of
any dissertation listed in the bibliography may be ordered from
University Microfilms, Ann Arbor, Michigan, in positive micro-
film or bound xerographic form. (CM)

280. ED 028 892   RE 001 647
Adams, Effie Kaye
Reading Interests of Unrwa Students in Lebanon.
Pub Date Dec 68
Note--16p.; Paper presented at National Reading Conference,
   Los Angeles, Dec. 5-8, 1968.
Available from--1968 National Reading Conference Yearbook.

Document Not Available from EDRS.

Descriptors--*Arabic, *Attitudes, *Books, Cultural Factors,
   Foreign Culture, *Political Influences, *Reading Interests

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A reading attitude and interest inventory consisting of 10 questions was administered to more than 300 male students in preparatory classes in two schools at Saida, Lebanon, and in the Siblin Teaching Training Institute nearby. The students were refugees from Palestine who were offered free schooling through the United Nations Relief and Works Agency. Questions included the following: Do you enjoy reading? How much time do you spend in free reading? What titles have you recently read? The preparatory students preferred political and religious nonfiction and fiction stories with a moral, while teacher trainees preferred politics, history, and romance. All of the preparatory students and all but 10 of the teacher trainees liked to read and own books, although in many cases books were left in their former homes. Little access to library services was available. Implications about the relationship of these responses to the political and social conditions of this group are drawn. Tables and references are included. (CM)

281. ED 028 893   RE 001 694
An Inventory of Reading Attitude. Improving Reading Instruction,
    Monograph 4.
San Diego County Dept. of Education, Calif.
Pub Date Nov 61
Note--23p.

EDRS Price MF-$0.25 HC-$1.25

Descriptors--*Attitude Tests, Classroom Research, *Elementary
    School Students, Group Counseling, Individual Counseling, In-
    service Teacher Education, Parent Conferences, *Reading, *Read-
    ing Interests, *Reading Tests, Student Attitudes

The San Diego County Inventory of Reading Attitude was developed as part of a reading study project in 1959-60 comparing three approaches to reading instruction. The 114 items on the original instrument were item analyzed, and the 25 most discriminating items are included in the revised form. Data for standardization are presented for 381 primary-grade students and for 376 intermediate-grade students in San Diego, California. Tables report the norms as expressed in stanines. Teacher judgment of reading attitudes of the three students with poorest reading attitudes and the three students with best reading attitudes in each classroom are compared with inventory scores. The difference between the two groups was found to be significant well beyond the 1 percent level of confidence when independent teacher judgment of reading attitude was used as the validity criterion. Uses of the inventory discussed

include group counseling, individual counseling, classroom research, inservice education, and parental conferencing. A copy of the inventory and an answer key are included. (CM)

282. ED 028 894   RE 001 696
     Communication Skills Center Project; Detroit, Michigan. It
       Works.
     Spons Agency--Office of Education (DHEW), Washington, D. C.
       Bureau of Elementary and Secondary Education; Office of Educa-
       tion (DHEW), Washington, D. C. Div. of Compensatory Education.
     Report No--OE-37039
     Pub Date /69/
     Note--17p.
     Available from--Superintendent of Documents, U. S. Government
       Printing Office, Washington, D. C. 20402 (OE-37039, $.25)

     EDRS Price MF-$0.25 HC Not Available from EDRS.

     Descriptors--*Compensatory Education Programs, *Educationally
       Disadvantaged, Elementary Education, Negro Students, Reading
       Achievement, *Reading Centers, Reading Clinics, *Remedial
       Reading Programs, Secondary Education, *Skill Centers

     The Communication Skills Center Project (CSC) in Detroit,
     Michigan, a Title I project, provided remedial reading services
     to 2,845 educationally disadvantaged children (80 to 85 percent
     Negro) in grades 2 through 12 during 1966-67. The facilities
     included six communication skills centers, three serving elemen-
     tary and junior high school students and three serving high
     school students; one reading development center, including a
     diagnostic reading clinic and a methods and materials development
     laboratory; and 14 supplementary CSC classrooms. The measure-
     ment of reading achievement gains was based on pretest and post-
     test results using various appropriate levels of the California
     Reading Test and the Stanford Reading Test. Social-psychologi-
     cal adjustment was also evaluated. Students were organized into
     very low, low, and normal categories according to aptitude test
     scores. The findings indicated that, in general, at all school
     levels pupils of low and very low scholastic aptitude made sig-
     nificant gains in reading achievement to justify their selection.
     Greater rates of comprehension gain than would be expected of
     normal achieving pupils were noted for all three aptitude levels
     for all age groups except for the very low aptitude elementary
     subgroup. References are indicated. (CM)

283. ED 028 895   RE 001 697
     Elementary Reading Centers; Milwaukee, Wisconsin. It Works.
     Spons Agency--Office of Education (DHEW), Washington, D. C.
        Bureau of Elementary and Secondary Education; Office of Educa-
        tion (DHEW), Washington, D. C. Div. of Compensatory Education.
     Report No--OE-37031
     Pub Date /69/
     Note--13p.
     Available from--Superintendent of Documents, U. S. Government
        Printing Office, Washington, D. C. 20402 (OE-37031, $.20)

     EDRS Price MF-$0.25 HC Not Available from EDRS.

     Descriptors--*Disadvantaged Youth, Evaluation, *Intermediate
        Grades, Methodology, *Reading Centers, Reading Materials,
        *Remedial Reading

     In 15 Milwaukee, Wisconsin, reading centers disadvantaged
     children from grades 4 through 8 received remedial reading in-
     struction and wide reading opportunities through small group
     instruction. Students remained in the program for varying
     periods, ranging from a few weeks to 7 months. A diagnostic
     approach was used to identify the specific needs of each pupil.
     Activities, materials, and equipment used to meet these needs
     are listed. Evaluation consisted of administering the Califor-
     nia Reading Test (silent reading) and the Wide Range Achievement
     Test (oral reading). The educational and experiential back-
     grounds and the responsibilities of the personnel involved in
     the program are presented. Additional evaluation indexes, modi-
     fications and suggestions, and budgetary information are in-
     cluded. References are noted. (RT)

284. ED 028 896   RE 001 698
     Homework Helper Program, New York City. It Works.
     Spons Agency--Office of Education (DHEW), Washington, D. C.
        Bureau of Elementary and Secondary Education; Office of
        Education (DHEW), Washington, D. C. Div. of Compensatory
        Education.
     Report No--OE-37025
     Pub Date /69/
     Note--22p.
     Available from--Superintendent of Documents, U. S. Government
        Printing Office, Washington, D. C. 20402 (OE-37025, $.25)

     EDRS Price MF-$0.25 HC Not Available from EDRS.

     Descriptors--*After School Tutoring, *Compensatory Education Pro-
        grams, *Elementary Education, Homework, Low Income Groups,

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Master Teachers, Minority Groups, Reading, *Study Centers

An after-school tutorial program in which high school students
assisted failing elementary school children with reading and
homework 2-4 hours a week is described. The children, grades
3-6, were from low-income families, many from minority groups,
and were taught in nine centers staffed by a master teacher and
several tutors. The program began in February 1963 and operated
in summer as well as during the school year until 1967. Evalua-
tion of the 1963-64 school year compared 410 pupils with 185 con-
trol pupils on the basis of scores on the New York Tests of
Growth in Reading, Level C, Form 1. Those pupils who were tu-
tored 4 hours a week made significant gains over the control
group, but the complete experimental group did not differ sig-
nificantly from the control group. The 240 tutors, tested with
alternate forms of the Advanced Level of the Iowa Silent Reading
Tests, averaged 3-4 years of reading achievement gain. Analyses
of classroom grades, pupil attitudes, tutorial academic averages,
and tutorial attitudes were not conclusive. Total cost of the
program for the 1963-64 school year was $151,700. (MD)

285. ED 028 897   RE 001 699
    Intensive Reading Instructional Teams, Hartford, Connecticut.
      It Works.
    Spons Agency--Office of Education (DHEW), Washington, D. C.
      Bureau of Elementary and Secondary Education; Office of Educa-
      tion (DHEW), Washington, D. C. Div. of Compensatory Education.
    Report No--OE-37038
    Pub Date /69/
    Note--18p.
    Available from--Superintendent of Documents, U. S. Government
      Printing Office, Washington, D. C. 20402 (OE-37038, $.25)

    EDRS Price MF-$0.25 HC Not Available from EDRS.

    Descriptors--*Disadvantaged Youth, *Elementary Grades, Individ-
      ual Reading, Phonics, Reading Comprehension, *Reading Im-
      provement, Reading Skills, Teacher Developed Materials, Vo-
      cabulary

    Inner-city Hartford, Connecticut, children reading below grade
    level but having potential for growth in reading were given a 10-
    week comprehensive program of reading instruction conducted by
    three Intensive Reading Instructional Teams (IRIT's). Groups of
    15 pupils attended the half-day sessions, moving from teacher to
    teacher at 1-hour intervals and receiving instruction in three
    areas: (1) phonics and word attack skills, (2) basal reading

program, stressing vocabulary and comprehension, and (3) individualized reading. Part of the children's work included writing stories and poems. These, along with teacher-made exercises, have been collected into booklet form by the Hartford Schools for use by other teachers. In the 3 years of the program, children from grades 3 to 6 have been included. The 1967-68 group contained 500 children, mostly from grades 4 and 5. Pre-testing and post-testing, using various forms of the California Reading Achievement Test, showed significant gains in vocabulary, comprehension, and total reading achievement. Studies of measured intelligence, using Lorge-Thorndike Intelligence Tests, showed no significant gains. Followup studies, 7 months into the school year following IRIT, showed that reading scores were being maintained or improved upon in a regular classroom setting. References are included. (MD)

286. ED 028 898   RE 001 700
     Junior High Summer Institutes, New York City. It Works.
     Spons Agency--Office of Education (DHEW), Washington, D. C.
        Bureau of Elementary and Secondary Education; Office of
        Education (DHEW), Washington, D. C. Div. of Compensatory
        Education.
     Report No--OE-37026
     Pub Date /69/
     Note--19p.
     Available from--Superintendent of Documents, U. S. Government
        Printing Office, Washington, D. C. 20402 (OE-37026, $.25)

     EDRS Price MF-$0.25 HC Not Available from EDRS.

     Descriptors--*Compensatory Education Programs, Guidance
        Personnel, *Junior High Schools, Library Services, Reading
        Skills, Remedial Mathematics, *Remedial Programs, School
        Personnel, *Summer Institutes, Teacher Aides

     A summer program designed for sixth, seventh, and eighth
     graders recommended as needing remediation or repetition met
     for three consecutive 90-minute sessions daily for 50 weeks.
     Regular school personnel staffed the 11 New York City schools
     designated as Summer Institutes and were assisted by guidance
     counselors and educational aides. Small classes and special
     services, including library services, were provided. Pretest-
     ing and post-testing were done with alternate forms of the
     Metropolitan Achievement Battery. For reading instruction
     students were grouped into basic and intensive reading programs
     according to pretest reading levels. They worked within a
     tightly structured curriculum emphasizing reading skills and
     mechanics. Emphasis in mathematics classes was on repetition

of grades failed, with students grouped according to the grade
they failed. Other subjects taught were English, foreign lan-
guages, sciences, and social studies. Some Institutes also
offered subjects of a vocational nature. Results of a 1967
evaluation of six of the schools showed an average gain in
reading of .3 year and an average gain in mathematics of .5
year. Attitudes and opinions of both staff and students con-
cerning the program were favorable. References are included.
(MD)

287. ED 028 899   RE 001 701
     Programmed Tutorial Reading Project, Indianapolis, Indiana.
        It Works.
     Spons Agency--Office of Education (DHEW), Washington, D. C.
        Bureau of Elementary and Secondary Education; Office of Edu-
        cation (DHEW), Washington, D. C. Div. of Compensatory Educa-
        tion.
     Report No--OE-37029
     Pub Date /69/
     Note--15p.
     Available from--Superintendent of Documents, U. S. Government
        Printing Office, Washington, D. C. 20402 (OE-37029, $.20)

     EDRS Price MF-$0.25 HC Not Available from EDRS.

     Descriptors--*Compensatory Education Programs, *Disadvantaged
        Youth, *Grade 1, Individual Instruction, Nonprofessional
        Personnel, *Programed Tutoring, Reading, *Remedial Programs,
        Volunteers

        First-grade Negroes and Caucasians from deteriorated city-
     center areas were tutored in reading by paraprofessional tu-
     tors whose behavior was tightly programed. The project was
     developed through several years of experimentation by Indiana
     University before being initiated in the Indianapolis Schools
     in 1965. Children were given 15-minute sessions with individ-
     ual tutors during which they were asked to perform certain
     reading tasks. Tutors, referring to a master list of tasks
     and responses, indicated the correctness or incorrectness of
     the children's responses with short statements. Although the
     project has continued through 1968, the best evaluation of the
     program was made in 1965. It compared programed tutoring once
     a day for 15 minutes with programed tutoring twice a day and
     with one and two daily sessions of a more traditional directed
     tutoring. Of these, only programed tutoring twice a day was
     statistically superior to its control. References are included.
     (MD)

288. ED 028 900   RE 001 702
     School and Home Program, Flint, Michigan.
     Spons Agency--Office of Education (DHEW), Washington, D. C.
        Bureau of Elementary and Secondary Education; Office of Educa-
        tion (DHEW), Washington, D. C. Div. of Compensatory Education.
     Report No--OE-37023
     Pub Date /697
     Note--18p.
     Available from--Superintendent of Documents, U. S. Government
        Printing Office, Washington, D. C. 20402 (OE-37023, $.25)

     EDRS Price MF-$0.25 HC Not Available from EDRS.

     Descriptors--Disadvantaged Youth, Elementary School Students,
        *Experimental Programs, Low Income Groups, *Negro Youth,
        Reading, *School Community Programs, Underachievers

        An experimental program in Flint, Michigan, was designed to
     raise the academic level of underachieving children by involv-
     ing their parents in the daily reading exercises and study habits
     of their children. Children were given materials including
     booklets made from old basal readers and file boxes for word
     cards. Parents were given instruction in helping children use
     these materials and suggestions for preparing children for school.
     Reading aloud to children was encouraged. The children involved
     in the program were Negro, primarily from low-income families
     where the parents had only limited educational backgrounds. Two
     elementary schools participated during 1961-62, with a total of
     1,100 children in grades K-6. The Gates Reading Tests were used
     as pretests and post-tests to measure the effectiveness of the
     program and to compare children in it with a control group made
     up of children in another elementary school. Greater gains in
     vocabulary than in comprehension were noted in all groups, with
     children in the two experimental groups showing significantly
     greater gains than those in the control group. Parents who were
     surveyed regarding the program were enthusiastic about their own
     involvement and about their children's progress. References are
     included. (MD)

289. ED 028 901   RE 001 703
     Bormuth, John R.
     The Effectiveness of Current Procedures for Teaching Reading
        Comprehension.
     Pub Date 30 Nov 68
     Note--15p.; Paper presented at National Council of Teachers of
        English meeting, Milwaukee, Wisc., Nov. 30, 1968.

     EDRS Price MF-$0.25 HC-$0.85

Descriptors--*Cloze Procedure, *Content Reading, Elementary
   Grades, *Readability, *Reading Comprehension, Reading Materi-
   als, Secondary Grades, Sentence Structure, *Syntax

Procedures and findings of three reading comprehension studies
are reported. The first study compared cloze readability test
scores for 130 pairs of students (grade 3 through college) with
scores indicating the information gained from reading. Students
gained little or no information when they could not answer more
than 25 percent of the cloze test items, but when they could
answer as many as 35 percent, they were able to gain approximately
as much information as students with greater reading ability. The
second study determined the reading achievement grade placement
scores of students who could answer 35 percent of the items on
cloze readability tests made from subject matter area materials
used at various school levels. The mean grade level at which
students could read 35 percent of the items was 7.6 for primary-
grade materials, 8.6 for intermediate, 9.4 for junior high school,
and 10.4 for high school. The third study tested 240 students'
understanding of simple factual information signaled by structures
commonly found in written language. Almost one-fourth of the
children were unable to comprehend one-half of the easiest sets
of structures tested, and only 58 percent could use between-
sentence syntax to comprehend. Tables and references are included.
(CM)

290. ED 028 902   RE 001 704
      Bormuth, John R.   And Others
      Children's Comprehension of Between and Within Sentence Syntactic
         Structures.
      Pub Date Feb 69
      Note--15p.; Paper presented at American Educational Research
         Association conference, Los Angeles, Feb. 5-8, 1969.

      EDRS Price MF-$0.25 HC-$0.85

      Descriptors--*Grade 4, Questioning Techniques, *Reading Compre-
         hension, *Sentence Structure, *Syntax

      Three broad categories of comprehension skills (sentence, anaph-
      ora, and intersentence syntax) were divided into a total of 55
      separate skills. Two different sentences or sentence pairs were
      written to incorporate each of the structures studied, and a
      four- or five-sentence paragraph was then written to incorporate
      each of these. Four question types (rote, transform, semantic
      substitute, and compound) were used to test comprehension of the
      structures; therefore, four test forms using these different

question types were made for each paragraph. The subjects, fourth graders from an inner city, a suburban, and a rural school, were randomly divided so that 60 students responded to each question. The mean percentage of the students correctly answering the sentence comprehension questions was 73 percent; the anaphora comprehension questions, 77 percent; and the intersentence questions, 58 percent. The structures identified seemed to represent homogenous classes of behavior since the variation between questions measuring different skills was significantly greater than the variation between items measuring the same skill. The fact that the structures and question types differed significantly in difficulty was also taken as evidence that many of these skills may be hierarchically related. Tables and references are included. (CM)

291. ED 028 903   RE 001 705
     Box, Gloria   Cady, Dorothy
     Remedial Teaching of Reading in Selected Junior Secondary Schools
        in Jamaica: An Action Research Study.
     West Indies Univ., Mona, Kingston, Jamaica.
     Pub Date Sep 68
     Note--65p.

     EDRS Price   MF-$0.50   HC-$3.35

     Descriptors--Diagnostic Teaching, *Grade 7, Inservice Education,
        Reading Skills, Reading Tests, *Remedial Reading, Teacher
        Seminars

     Misconceptions regarding the reading abilities of Kingston,
     Jamaica, junior high school students are discussed. Preliminary
     planning procedures, details of the operational plan for the pro-
     ject classes, and a description of diagnostic studies, methods,
     and materials used are presented. Particular problems encountered;
     summaries of results and conclusions; and recommendations for class-
     room organization, for methods of teaching reading to junior high
     school students, and for materials are included. The problem of
     reading retardation in Jamaica is seen as caused primarily by the
     lack of teachers trained to teach reading at all levels. Charts
     and tables are included. (RT)

292. ED 028 904   RE 001 706
     Chall, Jeanne
     Research in Linguistics and Reading Instruction: Implications
        for Further Research and Practice.
     Pub Date Apr 68

Note--23p.; Paper presented at International Reading Association
conference, Boston, Apr. 24-27, 1968.

EDRS Price MF-$0.25 HC-$1.25

Descriptors--Applied Linguistics, *Beginning Reading, Context
Clues, Descriptive Linguistics, *Language Research, Negro
Dialects, *Reading Research, *Structural Linguistics, *Syntax,
Word Recognition

Various trends in linguistics research as they are currently
applied to reading instruction are described. The rationale of
both Bloomfield and Fries stressing the alphabetic principle of
sound-letter correspondence is evaluated, and research comparing
the effectiveness of applying this principle with other approaches
to beginning reading is presented. The studies of Chomsky and
Halle stressing a deeper phonological explanation for the rela-
tionships between the sounds and spelling of English suggest that
the traditional spelling of a word can give, in addition to the
sound of a word, syntactic and semantic clues. Several studies
analyze oral reading errors of beginning readers at various lin-
guistic levels, including morphological structure, syntactic ac-
ceptability and semantic appropriateness in the sentence and the
entire passage. Generally, very high use of context is found.
Biemiller notes three phases of errors in which first graders
moved in a fairly regular progression from heavy reliance on
context, to nonresponse strategy, to greater flexibility in word
identification strategies. Labov's studies of Negro speech are
summarized, and implications for adjusting reading instruction are
pointed out. The influence of linguistics research on college and
adult reading is also discussed briefly. A bibliography is in-
cluded. (CM)

293. ED 028 905   RE 001 707
Courtney, Brother Leonard, Ed.
The Use of Theoretical Models in Reading. Highlights of the
1965 Pre-Convention Institutes.
International Reading Association, Newark, Delaware.
Pub Date May 65
Note--135p.
Available from--International Reading Association, 6 Tyre Ave.,
Newark, Delaware 19711 ($1.00 to members, $1.25 to nonmembers).

Document Not Available from EDRS.

Descriptors--*Learning Theories, *Models, Motivation, *Reading,
Reading Research, *Scientific Methodology, *Theories, Vocabu-
lary

Identifiers--General Open Systems Theory, Integrated Functional
Learning Theory, Substrata Factor Theory

Three papers are presented, and each is followed by two reactions.
The first paper presents methods of dealing with questions about
the conduct of scientific theorizing. The theory-models approach
is explained as a mode for conducting part of the theory construc-
tion tasks required in the complete act of scientific inquiry. In
the second paper a summary of research on reading acquisition is
presented to demonstrate the importance of integrated-functional
learning theory in dealing with human behavior. The third paper
presents fundamental postulates common to the General Open Systems
Theory and the Substrata-Factor Theory. Hierarchical working
systems are noted for content areas. The sequential proration
technique is seen as possibly providing a basis for determining
the extent of a particular subsystem's impact on the suprasystem.
Diagrams and references are included. (RT)

294. ED 028 906   RE 001 708
Covell, Harold
The New Look in Secondary School Reading Programs.
Pub Date Nov 68
Note--15p.; Paper presented at National Council of Teachers of
English meeting, Milwaukee, Nov. 25-30, 1968.

EDRS Price MF-$0.25 HC-$0.85

Descriptors--Content Reading, Critical Reading, *Educational
Trends, *High School Curriculum, Individualized Reading, Lin-
guistics, Literature, Mass Media, *Reading Instruction,
*Secondary Education

The new look in education has changed from the old quantity
concept of textbook orientation to a quality concept of individ-
ual education. Applied to secondary school reading programs,
this new look has nine facets. (1) Growth in reading must be a
lifelong process facilitated by carefully planned teaching at
all grade levels. (2) Reading is now, and must continue to be,
accepted as one of the language arts and be written as such in
curriculum building. (3) The structure of reading instruction,
its scope and sequence, must be founded on an understanding of
the nature of the symbolic process and the linguistic principles
of our language. (4) Attention must be given to the adjustment
of reading instruction to individual differences. (5) Teachers
must accept a special responsibility for developing critical
reading and thinking. (6) Reading material as part of the mass
media must be considered an indispensable adjunct to the other
mass media. (7) Reading programs based on student needs should

place heavy emphasis on literature. (8) The reading program at the secondary level should be a balanced one. (9) The basic reading period and the selections used for basic reading must assume even greater importance in the new look in reading programs than they did in the past. References are listed. (MD)

295. ED 028 907   RE 001 710
Goudey, Charles E.
A Comparison of Children's Reading Performance Under Directed
    and Non-Directed Conditions.
Pub Date Apr 68
Note--5p.; Paper presented at International Reading Association
    conference, Boston, Mass., Apr. 24-27, 1968.

EDRS Price MF-$0.25 HC-$0.35

Descriptors--*Grade 4, *Instructional Design, Interpretive Reading, Reading Achievement, *Reading Comprehension, *Reading
    Instruction

    Children's reading performances under directed and nondirected conditions were compared in the case of 300 fourth-grade suburban students. Subjects were divided into high, middle, and low achievement groups of 100 each, and each group was subdivided into experimental and control groups. The directed conditions experimental group read the questions to be answered before reading the selection, and the nondirected reading control group had the regular format of the reading comprehension test in which the questions followed the paragraph. The Bond, Balow, Hoyt New Developmental Reading Test--Intermediate Level was used. On the Reading for Information subtest the nondirected control group scored significantly better than did the experimental group; however, that difference was only 3 months on a grade equivalent basis. This was true for all achievement groups. On the Reading for Appreciation subtest there were no significant differences between the experimental and control groups on either of the subtests used, but there were significant differences between the achievement groups of both subtests. It is suggested that further research be done on the efficacy of prior questions to direct pupils' reading for comprehension. (CM)

296. ED 028 908   RE 001 711
Kaufman, Maurice
Sullivan Programmed Reading at Burgess Elementary School,
    Sturbridge, Massachusetts.

Massachusetts State Dept. of Education, Boston.
Pub Date 68
Note--56p.

EDRS Price MF-$0.25 HC-$2.90

Descriptors--*Basic Reading, *Beginning Reading, Grade 1, Grade
  2, *Programed Instruction, Programed Materials, *Reading In-
  struction, Reading Research

One class of first graders used Sullivan's Programmed Reading
for the 1966 school year and continued in the program through
the second grade. The first-grade teacher used the program
again with her 1967 class. An evaluation was conducted of the
use of programed reading for these two groups as compared with
the use of Scott, Foresman's basal readers for other first- and
second-grade classes in the same school. The structure and
rationale of programed reading are described, as well as its
introduction and execution in this school. To obtain data for
evaluation school personnel were interviewed, test data were tab-
ulated, and children were interviewed and informally tested. The
data were not analyzed by means of statistical tests. The ad-
vantages of programed reading over the basal reader included
greater independence in individual work, a wider range of ma-
terials in use, and greater quality and quantity of written work.
Suggestions for correcting the limitations observed in programed
reading included providing more oral reading activities, sub-
stituting small-group skill practice for whole-class skill teach-
ing, and providing closer supervision to assure growth in word
recognition and comprehension. Appended are a review of pro-
gramed reading from the Harvard Office of Programmed Instruction,
reviews of related research, tables of pupil data, and references.
(CM)

297. ED 028 909   RE 001 713
      Kling, Martin
      Power of Reading Through Interfacilitation and the Content
        Areas.
      Pub Date 66
      Note--10p.
      Available from--Fifteenth Yearbook of the National Reading
        Conference, 1966, New Frontiers in College-Adult Reading.

      Document Not Available from EDRS.

      Descriptors--College Curriculum, *Content Reading, English
        Literature, *Historical Reviews, *Models, Reading Comprehension,

*Reading Research, Research Opportunities, *Research Reviews
(Publications)

Identifiers--Substrata Factor Theory

Four stages of development emerging from a review of the
history and the research in the content areas are noted: (1)
300 years with little change in the basis for selecting the cur-
riculum content, (2) a call for research during World War I, (3)
study groups airing ideas about subject-matter organization in
the 1920's and 1930's, and (4) the beginning of empirical studies
in the 1940's. Holmes' Substrata-Factor Theory emphasizing the
dynamics of the cognitive process is viewed as the fifth stage
of development. Key theoretical concepts from the theory as
they apply to the content areas are developed. Findings stimu-
lated by the theory are reported and illustrated by two schema-
tic diagrams of the subfactors involved in Power in Reading and
English Literature. Implications for further research and teach-
ing are listed, and references are included. (RT)

298. ED 028 910   RE 001 714
     Klosterman, Sister Laurietta
     The Effectiveness of a Diagnostically Structured Reading Program
        for Fourth Grade Pupils Using Students Majoring in Elementary
        Education as Tutors.
     Dayton Univ., Ohio.
     Spons Agency--Office of Education (DHEW), Washington, D. C.
        Bureau of Research.
     Bureau No--BR-7-E-127
     Pub Date Sep 68
     Grant--OEG-0-8-00127-0212-010
     Note--127p.

     EDRS Price MF-$0.50 HC-$6.45

     Descriptors--Diagnostic Teaching, *Grade 4, Preservice Education,
        Reading Achievement, Reading Comprehension, *Reading Instruction,
        *Reading Research, *Tutorial Programs, Vocabulary

     During a 6-month period, 90 fourth-grade pupils were tutored in
     reading by elementary education majors as part of their regular
     classroom instruction. Work was done individually or in small
     groups 4 days weekly for 0 hour per tutoring session, and all
     materials used were on each child's instructional reading level.
     A control group of 90 pupils received the regular classroom in-
     struction only. The study concluded through one-way analysis of
     variance that tutoring significantly increased the gains in vo-
     cabulary, comprehension, and total reading achievement for the

combined tutored groups. Individualized tutoring proved more
effective than small group tutoring. The program was also con-
sidered valuable for teacher education. Weekly progress reports,
views of tutoring, samples of diagnostic and evaluative reports,
and materials used for tutoring are presented in appendixes.
References are included. (RT)

299. ED 028 911   RE 001 715
     Lerner, Janet W.
     Dyslexia or Reading Disability: A Thorne By Any Name.
     Pub Date Mar 69
     Note--12p.; Paper presented at Association for Children with
       Learning Disabilities, Fort Worth, March 6-8, 1969.

     EDRS Price MF-$0.25 HC-$0.70

     Descriptors--Developmental Reading, *Dyslexia, *Educational
       Research, Historical Reviews, *Medical Evaluation, Neuro-
       logical Defects, Reading Difficulty

        Through a review of the literature, diverse definitions of the
     term "dyslexia" are presented, and the historical development of
     the term is looked at. Two independent strands of thought de-
     velopment--medical and educational--are revealed. Medical studies
     have sought for a common behavior pattern of all dyslexic children
     and for clear-cut evidence of neurological etiology. Conclusive
     evidence from both a statistical and pathological standpoint is
     still lacking. Educators tend to reject the theory of neurologi-
     cal dysfunction as a sole cause for reading failure. In contrast,
     they emphasize the developmental sequence of reading skills and
     search for the child's break on the developmental reading pattern.
     They see the diagnosis of dyslexia as lacking operationality in
     that it does not lead to appropriate teaching strategies. The
     medically oriented clinician is likely to focus on the disabled
     child and emphasize individual treatment, while the educator is
     likely to devote a portion of his time to the developmental read-
     ing program of the entire school in seeking preventative measures.
     The study concludes that a need exists for a pooling of thought
     and research from both the educational and medical professions.
     A bibliography is included. (RT)

300. ED 028 912   RE 001 717
     McKenna, Eleanor
     Utilization of Para-Professional Personnel in Corrective Reading.
     Hammond School City, Ind.

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A middle school corrective reading program utilizing paraprofes-
sionals is described. From more than 100 applications, 24 indi-
viduals were selected to participate in the paraprofessional
training program which considered the following areas of instruc-
tion: psychology, rapport, ethics, audiovisual aids, motivation,
sequential reading skills, and practical experience. It lasted
6 weeks and was supplemented by weekly 2-hour inservice training
programs throughout the school year. Five middle schools in
Hammond, Indiana, were selected to participate in the experimental
Title III/ESEA project. Each school was assigned four paraprofes-
sionals who provided corrective reading instruction and content
area tutoring to 40 pupils--10 per paraprofessional. One director
and three reading specialists performed diagnostic and supervisory
functions. Pupils participating in the experimental and control
groups were selected from those pupils referred by the classroom
teacher for corrective reading aid. Parental involvement was en-
couraged through meetings and individual conferences. No con-
clusions regarding the worth of the project could be made, although
most administrators, teachers, and parents were favorable toward
it. (RT)

301. ED 028 913   RE 001 718
      Ohnmacht, Dorothy C.
      The Effects of Letter Knowledge on Achievement in Reading in the
         First Grade.

      Two hundred and eight first graders were assigned to one of
   three treatment groups. Treatment A received initial instruction
   in letter names followed by sight words; treatment B received

initial instruction in letter names and sounds followed by sight words; and treatment C received initial instruction in sight words followed by letter names and sounds. The time spent and the materials used in reading instruction outside the experimental situation were held constant for all three treatment groups. Pretesting measures included the Murphy-Durrell Reading Readiness Analysis, subtests of the Metropolitan Readiness Test, and the Lorge-Thorndike Intelligence Tests, Level I, Form B, Primary. Post-testing after 18 weeks included the word knowledge, word discrimination, and reading subtests of the Metropolitan Achievement Test, Form C, Primary I Battery. Statistically significant differences favored treatment group B over both treatments A and C in word knowledge and word discrimination. Differences were significant in favor of both B and C over A in comprehension, but no significant differences were found between B and C. Children of below-average readiness benefited in treatment A in word perception only, while children of average readiness benefited most from treatment B for all three criteria. Tables are included. (CM)

302. ED 028 914   RE 001 720
     Poulos, Nicholis
     Negro Attitudes Toward Pictures for Junior High School Social
        Studies Textbooks.
     Pub Date 6 Feb 69
     Note--6p.; Paper presented at American Educational Research
        Association conference, Los Angeles, Feb. 5-8, 1969.

     EDRS Price MF-$0.25 HC-$0.40

     Descriptors--Cultural Factors, *Negro Attitudes, *Negro History,
        *Parent Attitudes, *Pictorial Stimuli, Racial Factors, Social
        Studies, Textbook Content

     Three hundred and twenty-six Detroit-area Negro parents belonging to parent-teacher organizations were used to determine attitudes toward pictures of Negro personalities and events which might be included in junior high school social studies texts. Fifty-five captioned slides, divided into periods of slavery, emancipation, and twentieth century, were shown. Parents rated these as favorable or unfavorable. Results of Chi-square, t-test, and analysis of variance procedures showed that 78 percent of the illustrations were approved by a majority of the respondents, and none were disapproved by a majority. Most favored pictures were of Martin Luther King, Booker T. Washington, Frederick Douglass, Joe Louis, and W.E.B. DuBois. Least favorable were depictions of Malcolm X, slave labor, and children playing in a city slum.

Certain factors in the backgrounds of the respondents had significant bearing on attitudes toward the pictures. Males reacted more favorably than females; those of higher occupational or educational levels, more favorably than those of lower levels; and members of community organizations, more favorably than those with little participation. (MD)

303. ED 028 915   RE 001 722
     Schubert, Delwyn G.
     Diagnosis in Severe Reading Disability.
     Pub Date Apr 68
     Note--12p.; Paper presented at International Reading Association
        conference, Boston, Mass., April 24-27, 1968.

     EDRS Price MF-$0.25 HC-$0.70

     Descriptors--Diagnostic Tests, Dyslexia, Lateral Dominance,
        *Neurological Defects, *Reading Failure, Theories

     The relationship between neurological impairment or brain
     damage and severe reading disabilitiy is investigated. Symptoms
     and causes of neurological impairment are listed, and reading
     disability theories are discussed. Smith and Carrigan offer a
     neurochemical explanation of reading disability based on synaptic
     transmission problems. Orton, Dearborn, and Delacato point to a
     relationship between reading disability and lateral dominance.
     However, the paper quickly notes that none of the mentioned
     theories have been supported by empirical data. Some helpful
     psychological tests for the identification of neurological defects
     are listed. It is pointed out that there is no sure way to di-
     agnose neurological causes and that teachers must rely primarily
     on a pattern of symptoms when making neurological referrals.
     General labels such as "dyslexia" and "congenital word blindness"
     are seen as confusing the issue and as creating a matter of con-
     cern. A bibliography is included. (RT)

304. ED 028 916   RE 001 724
     Simison, Diane
     Recall of Base and Surface Forms of Sentences.
     Pub Date 6 Feb 69
     Note--10p.; Paper presented at American Educational Research
        Association conference, Los Angeles, Feb. 5-8, 1969.

     EDRS Price MF-$0.25 HC-$0.60

Descriptors—*Language Research, *Linguistics, Sentence Structure, Structural Grammar, Surface Structure

Memory and storage for base and surface sentence forms were compared by examining memory for these kinds of sentences. It was hypothesized that a subject hearing a sentence transforms it to its base form, stores it in this form, and recalls it, again transforming it, in its surface form. Thirty undergraduate educational psychology students, divided randomly into two groups, heard 50 taped sentences, each followed by a list of eight unrelated words. Half of the sentences were in base form; half, in surface. After they heard each sentence and its list of words, a buzzer signaled them to repeat the sentence and a second buzzer signaled them to repeat the wordlist. They were given unlimited time for recall. Mean number of words recalled did not differ significantly for groups or for structure or type. Significantly greater numbers of errors were made by subjects when attempting to recall the surface structure form than when attempting to recall the base form. Duncan multiple range test showed that some sentence types (SVO+VO and SVO+O) were more difficult to recall than other types but that they were not significantly different from one another. Group 2 made relatively more errors on surface forms than did group 1. It was concluded that grammatical structure appears to influence the three processes (decoding, storage, and encoding) of sentence recall. References are included. (MD)

305. ED 028 917   RE 001 725
     Wiseman, Douglas E.
     Classroom Application of a Language Remediation Program.
     Pub Date Mar 69
     Note—6p.; Paper presented at Association for Children with
       Learning Disabilities conference, Fort Worth, March 6-8, 1969.

     EDRS Price MF-$0.25 HC-$0.40

     Descriptors—Auditory Perception, *Language Programs, *Language
       Tests, *Psycholinguistics, Verbal Ability, Visual Perception

     Identifiers—Illinois Test of Psycholinguistic Abilities

     Definitions and specific breakdowns of four (auditory reception, visual sequential memory, verbal expression, and auditory closure) of the 12 language areas of the new Illinois Test of Psycholinguistic Abilities (ITPA) are presented. Auditory reception is defined as the ability to understand the meaning of materials or stimuli that are heard and includes abilities ranging from discrimination of noises to comprehension or interpretation of ideas

presented at a high conceptual level. Visual sequential memory is viewed as the ability to recognize and/or recall stimuli presented sequentially and visually. Verbal expression is seen as the ability to express ideas through words encompassing verbal functions such as imitating words or sentences, describing an object, and carrying on a conversation. Auditory closure is defined as the ability to identify a word when only segments of the word are presented. Basic remedial strategies for training each area and examples of specific teaching activities are included. (RT)

306.   ED 029 750   RE 001 424
Whipple, Gertrude
Practical Problems of Schoolbook Selection for Disadvantaged
   Pupils.
Pub Date 25 Apr 68
Note--11p.; Paper presented at International Reading Association
   conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-$0.25 HC-$0.65

Descriptors--*Culturally Disadvantaged, *Economically Disadvantaged,
   *Elementary Grades, Glossaries, Illustrations, Readability, Read-
   ing Failure, *Reading Material Selection, *Textbook Evaluation,
   Textbook Standards

   Every year the purchase of unsuitable books for disadvantaged children wastes millions of dollars. The use of these unsuitable books results in extensive reading failure. In order to overcome this waste of money and human resources, book committees need to employ standards and methods of evaluation to identify books appropriate for disadvantaged children. An example of this technique is developed through an illustrative textbook evaluation based on interest appeal of the illustrations, readability of the content, and usefulness of the glossary. These three areas were chosen because they evaluate very different aspects of a book and are especially important in teaching disadvantaged children to read. References are listed. (BS)

307.   ED 029 751   RE 001 712
King, Martha L.
Developing Critical Thinking Skills Through Reading.
Pub Date Apr 68
Note--15p.; Paper presented at International Reading Association
   conference, Boston, April 24-27, 1968.

EDRS Price MF-$0.25 HC-$0.85

Descriptors--*Critical Reading, *Critical Thinking, Habit Forma-
tion, Language Skills, Literary Analysis, Logical Thinking,
*Reading Instruction,*Student Attitudes, Thought Processes

An explanation of critical thinking and methods for fostering
critical thinking through reading are presented. Critical think-
ing is defined (1) as the habit of examining and weighing an idea
or a thing before accepting or rejecting it and (2) as a three-
factor ability consisting of attitudes, function, and knowledge.
Reading is seen as an effective vehicle for influencing critical
thinking abilities through the enrichment and extension of con-
cepts and through the facilitation of the use of language. The
paper concludes that critical thinking can be fostered through
reading if: (1) planned instruction in the essential knowledge
and skill areas is provided; (2) materials are selected to teach
specific knowledge skills; (3) teaching is planned to broaden
the scope and raise the level of pupil's thinking; (4) students,
while reading, are induced to actively engage in thinking about
the communication; and (5) students have breadth of experience
and opportunities to exchange ideas and beliefs in a nonthreaten-
ing classroom. (RT)

308. ED 029 752   RE 001 716
Mason, George E.
Extra Stimulation in Intermediate Grade Reading.
Pub Date 5 Apr 68
Note--11p.; Paper presented at College Reading Association con-
ference, Knoxville, April 4-5, 1968.

EDRS Price MF-$0.25 HC-$0.65

Descriptors--Class Organization, Home Study, *Independent Reading,
*Intermediate Grades, Positive Reinforcement, *Reading Improve-
ment, Reading Materials, Teacher Aides

Three types of extra stimulation in reading are discussed: extra
teacher time devoted to teaching reading, extra student time de-
voted to practice in reading, and extra motivation and reinforce-
ment leading to greater amounts of student reading outside the
school. Problems are created (1) when teaching time spent on read-
ing is increased in the proportion of time devoted to any one stu-
dent's reading or (2) when student time devoted to independent
reading in the classroom is increased at the expense of teacher
instruction in reading. The most promising alternative noted is
that of increasing student time spent in reading outside of school.
One of the best procedures for accomplishing this, the study con-
cludes, is contingency management in which outside reading is heavi-
ly reinforced. References are included. (RT)

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309. ED 029 753   RE 001 719
     Pauk, Walter
     College Reading Instruction: Past, Present and Future.
     Pub Date Apr 68
     Note--13p.; Paper presented at College Reading Association
        conference, Knoxville, April 4-6, 1968.

     EDRS Price MF-$0.25 HC-$0.75

     Descriptors--*College Programs, *Reading Instruction, Reading
        Processes, Speed Reading, *Study Skills

        Topics and practices related to college reading instruction
     are discussed. Reading is seen as a skill which permeates the
     entire process of study. Speed reading techniques such as in-
     creasing eye span, ceasing vocalizations, and reading vertically
     down the page are criticized as hampering rather than facilitat-
     ing the comprehension process. The most effective reading pro-
     cess is described as taking in the meaning of each word, from
     left to right, with a fleeting but direct fixation on each
     word encountered, gliding over nonessential words, but taking
     in the meaningful ones. It is suggested that the existing ideas,
     techniques, and approaches to learning be taken and systematized
     into some organized form to facilitate independent studying and
     learning. References are included. (RT)

310. ED 029 754   RE 001 721
     Sawyer, Rita
     Diagnosis for the Classroom Teacher.
     Pub Date Apr 68
     Note--10p.; Paper presented at College Reading Association con-
        ference, Knoxville, April 4-6, 1968.

     EDRS Price MF-$0.25 HC-$0.60

     Descriptors--Achievement Tests, Classroom Observation Techniques,
        Corrective Reading, *Diagnostic Teaching, *Elementary School
        Teachers, *Reading Diagnosis, *Reading Instruction, *Reading
        Tests, Standardized Tests

        The role of the classroom teacher as a diagnostician is described.
     Since the purpose of reading diagnosis is to ascertain the probable
     potential of each student and to determine what his instructional
     needs are and where to begin instruction, extensive individual
     testing is neither possible nor recommended for the classroom teach-
     er. However, reading expectancy, self concept, and motivation can
     be determined from teacher observation and school record analysis.

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Also, the best instrument available to the classroom teacher for
obtaining information about groups of children is the standardized
test. The uses, advantages, and disadvantages of a group standard-
ized test for screening and grouping pupils are discussed. Some
guidelines for analyzing and comparing subtest scores to obtain
diagnostic information and for interpreting test behavior are
given. (CM)

311.   ED 029 755   RE 001 761
       O'Connell, Carol
       Promising Practices in In-Service Education in Reading.
       Pub Date 26 Apr 68
       Note--9p.; Paper presented at the International Reading Association
           conference, Boston, Mass., April 24-27, 1968.

       EDRS Price MF-$0.25 HC-$0.55

       Descriptors--*Federal Programs, *Federal State Relationship,
           *Inservice Education, Inservice Programs, Professional Associa-
           tions, *State Programs, Teacher Workshops

       An overview of inservice training programs in Ohio is presented.
       Evidence of the impact of federal assistance is shown through a
       review of ESEA/Title I and NDEA/Title III programs. A statewide
       Reading Council has been created to sponsor conferences and work-
       shops and to initiate secondary reading programs. Descriptions
       of specific inservice programs are given. Conclusions based on
       the above-mentioned programs show promising practices on which to
       base future programs. (MD)

312.   ED 029 756   RE 001 762
       Guyton, Gladys
       Individual Programming for Children with Learning Disabilities
           as Determined by Screening, Identification, and Differential
           Diagnosis.
       Pub Date 68
       Note--7p.; Paper presented at Association for Children with Learn-
           ing Disabilities, Boston, Mass., Feb., 1968

       EDRS Price MF-$0.25 HC-$0.45

       Descriptors--*Community Programs, *Educational Diagnosis, Emotional
           Adjustment, *Learning Disabilities, Neurological Defects, Screen-
           ing Tests

A program for screening, identifying, and diagnosing learning
disabilities is described. The multidisciplinary approach is
emphasized. The school psychologist or counselor, the coordina-
tor of the language therapy program, the administrative staff,
and the classroom teacher meet to share findings and impressions,
and the information is synthesized to identify the prime prob-
lem. Recommendations are made, including possible referral to
a source outside the school for further study and diagnosis and
for neurological testing. An assessment is made of the child's
emotional readiness for special attention, and counseling is some-
times viewed as necessary. Emphasis is placed on the individual
child's feelings and their relationships to learning disability,
because they may cause him to be more discouraged, more disturbed,
and more confused than the average child. Results of parental
conferences are discussed; attitudes and feelings of one second-
grade boy are presented; and emphasis is placed on the conclu-
sion that a child can overcome his disability more successfully
if special help is offered before serious emotional consequences
develop. (RT)

313. ED 029 757   RE 001 763
Mira, Mary P.
Auditory Assessment of Children from a Psychologist's Point of
    View.
Pub Date 17 Apr 68 .
Note--14p.; Paper presented at 46th Annual Convention of the
    Council for Exceptional Children, New York, April 14-20, 1968.

EDRS Price MF-$0.25 HC-$0.80

Descriptors--Audiology, *Auditory Evaluation, *Aurally Handi-
    capped, *Average Students, Behavioral Science Research, *Evalu-
    ation Techniques, Listening Habits

Identifiers--Conjugate Assessment of Listening

    Behavioral studies of listening in children with both normal
and exceptional hearing are presented. The conjugate of assess-
ing listening is discussed. This method provides a continuous
record of ongoing behavior allowing for observation of moment-
to-moment changes in listening. It determines how sustained,
how strong, and how continuous a child's attention is to a visual
and/or auditory stimulus. Results reported from studies of chil-
dren with normal hearing revealed that listening was not naturally
and automatically carried out. Studies of five children with
hearing impairment revealed that residual hearing and listening
training was no guarantee that the child would consistently make
use of his listening ability. Tables showing the performance of
these five children are included. (RT)

314. ED 029 758   RE 001 764
     Rogers, Agnes L.
     Incorporating Frostig and Kephart Principles in Curriculum for
        Mentally Handicapped.
     Pub Date Apr 68
     Note--13p.; Paper presented at the 46th Annual Convention of the
        Council for Exceptional Children, New York, April 14-20, 1968.

     EDRS Price MF-$0.25 HC-$0.75

     Descriptors--Diagnostic Teaching, *Educable Mentally Handicapped,
        Individual Instruction, *Perceptual Development, *Perceptually
        Handicapped, Reading Instruction, Sensory Training, *Special
        Education

     Educable mentally handicapped children, having perceptual re-
     tardation and immaturity in common, are taught through a combina-
     tion of perceptual development programs, including the Frostig
     and Kephart approaches. Using basic learning principles as
     guidelines, instruction combines diagnostic and prescriptive
     teaching in individual instruction. Success of perceptual ma-
     terials with these children, criticisms of teacher misuse of the
     materials, and specific classroom methods are described. The
     conclusion is reached that if teachers are to develop social and
     vocational competencies in mentally handicapped students they
     should study perceptual programs in order to be able to instill
     the sensory approach of such materials in the classroom. Refer-
     ences are included. (MD)

315. ED 029 759   RE 001 765
     Woodruff, Asahel D.
     Human Behavior and the Acquisition of Competence in Critical
        Reading.
     Pub Date 23 Apr 68
     Note--13p.; Paper presented at International Reading Association
        Preconvention Institute, Boston, Mass., April 23, 1968.

     EDRS Price MF-$0.25 HC-$0.75

     Descriptors--*Behavior Change, *Communication (Thought Transfer),
        *Critical Reading, *Educational Environment, Environmental In-
        fluences, Grade 5, Learning Experience, *Learning Processes,
        Reading Comprehension, Verbal Learning

     The relationship between a person's behavior and the interaction
     with his immediate environment is discussed as a shaping process.
     The behavior that is shaped is always that which is directly and
     crucially involved in the choice he makes, the response he makes,

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and the way that response affects him in the given situation.
The abstraction process involved in bringing subject matter to
the classroom too often renders it in such sterile verbal form
that it becomes meaningless to the learner who lacks a background
of perceptual experience with the concepts. Two conditions often
found in classrooms inhibit behavioral change. (1) Verbal com-
munication without comprehension is substituted for perception
and conceptual understandings. (2) The student is required to
listen or read but is not enabled to make adjustive responses.
Four conditions for behavioral change in the educational setting
are discussed: (1) the quality and availability of the learning
tasks, (2) activation of all phases of the learning cycle and
levels of thought, (3) devices used to influence student behavior,
and (4) verbal-conceptual ratios and balance. The beginning
stages of a project in critical reading in which a task analysis
was written for use with fifth graders' analyses of newspaper
articles is reported. (CM)

316. ED 029 760   RE 001 766
Torrant, Katherine E.
"The First R" in Schools.
Pub Date 4 Apr 68
Note--21p.; Paper presented at the International Reading Associa-
    tion Conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-$0.25 HC-$1.15

Descriptors--Basic Reading, *Developmental Reading, Family En-
    vironment, Independent Reading, *Individual Differences,
    *Instructional Innovation, Prereading Experience, Public
    School Systems, Reading Centers, Reading Clinics, Reading
    Consultants, *Reading Programs, *Remedial Reading, Speed
    Reading, Study Skills

    Reading innovations incorporated into the Newton, Massachusetts,
school system are discussed. The program emphasizes individual
differences, the influence of the home environment in developing
attitudes towards reading, and the importance of prereading ex-
periences for kindergarten children. The basal reading program,
the individualized reading program, and the independent reading
program in the elementary grades are outlined, noting the signifi-
cance of reading consultants who give leadership and assistance
in the reading activities of the elementary schools and of reading
clinicians who work with elementary children that have serious
blocks to learning and reading. The descriptions of the junior
and senior high reading programs include information about their
individualized reading, speed reading, creative arts, and study

skills programs. A reading and study skills clinic which provides remedial and developmental reading instruction for secondary school students is also discussed. Reading instruction from kindergarten through high school is emphasized. (RT)

317. ED 029 761   RE 001 767
     Ansara, Alice
     Classroom Screening for Learning Disabilities in the Primary
        Grades: Utilization of the Slingerland Screening Tests for
        the Identification of Perceptual-Motor Deficits.
     Pub Date Mar 69
     Note--21p.; Paper presented at the 6th Annual Conference of the
        Association for Children with Learning Disabilities, Fort Worth,
        Tex., March 6-8, 1969.

     EDRS Price MF-$0.25 HC-$1.15

     Descriptors--Auditory Discrimination, *Language Handicapped,
        *Learning Disabilities, Maturation, Perceptual Motor Learning,
        Pilot Projects, *Primary Grades, *Screening Tests, Visual Dis-
        crimination

        The effects of maturational lag and innate perceptual-motor
     language learning disabilities on primary-grade children's school
     performance are discussed. Early identification of these learn-
     ing disabilities is emphasized. A pilot study using 280 second-
     and third-grade children is described in which the feasibility
     of whole classroom screening to avoid identification delay was
     demonstrated. The Slingerland Screening Tests were used to iden-
     tify visual, auditory, and kinesthetic problems and to indicate
     when there was a need for referral for extensive diagnosis.
     Further research now being conducted to test the feasibility and
     reliability of the Slingerland tests is cited. A bibliography
     is included. (RT)

318. ED 029 762   RE 001 772
     McReynolds, Leija V.
     Procedures for Training Neurologically Involved Children to
        Respond to Sequentially Presented Verbal Stimuli.
     Pub Date Apr 69
     Note--16p.; Paper presented at the 47th Annual Convention of the
        Council for Exceptional Children, Denver, Colo., April 6-12,
        1969.

     EDRS Price MF-$0.25 HC-$0.90

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Descriptors--*Auditory Training, Cues, Discrimination Learning, *Language Handicaps, *Neurologically Handicapped, Reinforcement, *Sequential Learning, *Teaching Procedures, Verbal Stimuli

Auditory sequencing problems were seen as contributing heavily to neurologically involved children's language impairment, and several procedures for training auditory sequencing were explored. Five of the procedures were found to contribute considerably to an efficient and effective training program. These procedures included (1) the immediate initiation of two-choice discrimination training, (2) differential reinforcement, (3) a gradual approach to the final discrimination, (4) the use of prompts, and (5) explicit delineation of the contingencies between the stimulus and the behavior. The paper describes the five procedures and discusses the efficacy of using them in training three neurologically impaired children to respond appropriately to sequences of verbal stimuli. References and tables are included. (Author/RT)

RE 001 774

319. ED 029 763
Carver, Ronald P.
The Efficacy of "Chunking" Reading Materials. Final Report.
American Institutes for Research, (Washington Office) Silver
    Spring, Md. Communication Research Program.
Spons Agency--Office of Education (DHEW), Washington, D. C.
    Bureau of Research.
Bureau No--BR-8-C-051
Pub Date Dec 68
Grant--OEG-3-8-080051-0055-010
Note--30p.

EDRS Price MF-$0.25 HC-$1.60

Descriptors--College Students, *Language Patterns, Linguistics, *Readability, *Reading Comprehension, Reading Materials, *Reading Research, *Reading Speed, Self Pacing Machines

In a series of three experiments involving 104 individuals, the effect of chunking sentences (the spatial separation of sentences into small groups of meaningfully related words) upon the reading rate and comprehension of mature readers was investigated. Passages and questions from a standardized reading test were displayed via an electro-mechanical device which allowed reading times to be recorded. Five experimental chunked formats were compared with each other and one selected for further study. There was no important or statistically significant difference between the experimental chunked format and the control format either on the reading rate or on comprehension measures. However,

another control format (no punctuation or capitalization) did result in significant decrements in reading rate and comprehension. It was concluded that the spatial separation of reading material into meaningfully related groups of words does not improve the reading efficiency of mature readers. Tables, references, and examples of the various formats used in the experiments are included. (Author/CM)

320. ED 029 764   RE 001 775
Ladd, Eleanor M.
Perceptive Reading Instruction.
Pub Date Mar 69
Note--8p.; Paper presented at the Twelfth Annual Meeting of the
    College Reading Association, Boston, Mass., March 13-15, 1969.

EDRS Price MF-$0.25 HC-$0.50

Descriptors--*Diagnostic Teaching, *Practicums, Questioning
    Techniques, *Reading Instruction, Remedial Instruction, Role
    Perception, Sensitivity Training, *Teacher Education, Under-
    graduate Study, Video Tape Recordings

The goals and content of a practicum course in reading instruc-
tion are discussed. The opportunity to tutor a slightly dis-
abled reader twice a week is provided. Subsequent class sessions
are spent on the problems arising from the semiweekly tutoring ses-
sions. Consultations with supervisors occur each day. Percep-
tive teaching, which leads the tutors to analyze their own be-
havior and feelings as they work with their students, is em-
phasized. Special attention is given to the meaning of the child's
mistakes. Students' nonverbal behavior is carefully looked at,
and common signs of tension and common avoidance techniques are
noted and examined for underlying causes. Tutors vary their
techniques according to their purposes and to the needs of the
child. Questioning techniques requiring higher level thinking
are learned and practiced. At least one tutoring session is
recorded on video tape for self-analysis. Program evaluation
revealed that teaching phonics to children was a specific prob-
lem area and that experience in such a practicum course facili-
tated perceptive teaching. (RT)

321. ED 029 765   RE 001 776
Rauch, Sidney J.
An Interdisciplinary Approach to Teaching Reading.
Pub Date Mar 69
Note--10p.; Paper presented at the 12th annual meeting of the
    College Reading Association, Boston, Mass., March 13-15, 1969.

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Descriptors--College Freshmen, *Experimental Programs, *Inter-
disciplinary Approach, *Reading Instruction, *Reading Research,
*Study Skills, World History

Difficulties faced by freshmen in accomplishing the study-
reading needed for a required world history course at Hofstra
University led to the establishment of a 3-credit 1-semester
reading and study skills course, developed by an interdisciplin-
ary team composed of members from the history and reading facul-
ties. Thirty students were assigned to two sections of the
history-reading course for the fall semester, and thirty for
the spring semester. Each history-reading section was composed
of 30 students, 15 of whom took both history and reading, and
15 of whom took only history. History text materials were used
in the reading sections, and emphasis was placed on survey skills,
paragraph analysis, use of signals and other cues, critical an-
alysis and evaluation, analysis of structural and organizational
patterns, and note taking. Achievement was measured by the Co-
operative English Test (CET), C-2, Reading Comprehension, an
informal history-reading inventory, and a comparison of history
grades. Those students taking reading and history together
scored 16 percentile points higher on the CET than those enrolled
only in history, but no significant difference among the final
history grades was noted. References are included. (MD)

322.   ED 029 766   RE 001 779
Summer Crash Tutorial Program, 1968.
Crenshaw Community Youth Study Association, Los Angeles, Calif.
Spons Agency--Economic Youth Opportunity Association.
Pub Date 68
Note--46p.

Descriptors--*Disadvantaged Youth, Economically Disadvantaged,
Elementary School Students, High School Students, *Phonics,
Programed Tutoring, *Reading Difficulty, *Remedial Reading
Programs, *Tutorial Programs

Eighty high school students from economically deprived homes
in Los Angeles were trained to tutor third through sixth graders
in reading. Selection of tutors was based on low reading a-
chievement scores and teacher recommendation. Twenty middle-
income youths also participated, as well as other volunteers.
Tutors were trained in four 3-hour sessions using Formula Phonics.

Training sessions involved studying learning theory related to reading deficiencies, studying programing techniques using the word attack system, and practicing teaching techniques. Tutors worked in teams of five with five to 10 students. The tutors were heterogeneously grouped according to reading ability; their students were homogeneously grouped. The greatest number of tutoring sessions which any pupil could have attended was 16. Pretesting and post-testing on various forms of the Word Knowledge and Reading sections of the Metropolitan Achievement Test showed an average improvement of 1.0 grades for the students being tutored and a .8 improvement in average reading grade for the tutors. Evaluations of the program are reported from a questionnaire survey of tutors' reactions. A resume of related research and tables are included. (CM)

323. ED 029 767   RE 001 782   .
Berg, Paul Conrad
Language Barriers of the Culturally Different.
Pub Date Mar 69
Note--14p.; Paper presented at the 12th annual meeting of the
   College Reading Association, Boston, Mass., March 13-15, 1969.

EDRS Price MF-$0.25 HC-$0.80

Descriptors--*Disadvantaged Youth, Individual Development,
   *Language Experience Approach, *Language Patterns, *Reading
   Ability, Role Playing

Language differences peculiar to the disadvantaged are discussed as they relate to reading. Linguistic differences, including the interdependence among language, operant feedback, thought, and experience, and the power of these to reconstruct and reassociate through reading constitute one barrier. Another is the effects of language on the total adjustment of the individual and the problems involved in trying to place him in a classroom. The language experience approach is described as perhaps the best way to bring together the student's experiences, language, thought, feedback, and reading. Role playing and other activities growing out of the language experience approach bring together the world of the student and the world of the classroom. References are included. (MD)

324. ED 029 768   RE 001 811
After-School Study Centers Review. Volume I, Number 1, Spring
   1965.

New York City Board of Education, Brooklyn, N. Y.
Spons Agency--Office of Education (DHEW), Washington, D. C.
  Bureau of Elementary and Secondary Education.
Pub Date Jun 65
Note--64p.

EDRS Price MF-$0.50 HC-$3.30

Descriptors--*After School Activities, Homework, Library Programs,
  Oral Reading, Reading Comprehension, *Remedial Mathematics,
  *Remedial Reading, *Study Centers, Study Habits, Word Recogni-
  tion

   A description of the organization and activities of several
after-school study centers in Brooklyn, New York, funded by
ESEA/Title I, is presented. In these centers, seventy thousand
students receive remedial help in reading or math, attend open
house in the school libraries, or do homework in homework rooms
provided to stimulate those who need to improve their work-study
skills. Word recognition skills, comprehension skills, and oral
reading skills are developed in the reading classes through
varied activities. The role of the library includes extending
the day school program, offering a place for study, and teaching
reference skills in addition to developing interest in reading.
This review includes examples of school and class publications,
attendance records, and certificates; it describes the materials
and methods used for reading, mathematics, and library work; and
it suggests additional organizational routines. (RT)

325. ED 029 769   RE 001 817
       Arenella, Anthony   And Others
       An Approach to Literature for Children: Report of a Seminar
         Considering the Teaching of Literature in the Elementary
         Schools.
       Harvard Univ., Cambridge, Mass. Graduate School of Education.
       Spons Agency--Office of Education (DHEW), Washington, D. C.
         Bureau of Research.
       Bureau No--BR-5-0215
       Pub Date Jan 67
       Grant--OEG-5-10-239
       Note--101p.

       EDRS Price MF-$0.50 HC-$5.15

       Descriptors--*Curriculum Development, *Elementary Grades, Experi-
         mental Teaching, *Literary Analysis, Literature

Identifiers--The Morphology of the Folktale, Vladimir Propp

Studying the structural nature of a literary work was considered by a Harvard Graduate School of Education seminar as a rational, nonsubjective basis for a literature curriculum in the elementary grades. Russian formalist criticism was used as a basic approach to the study of literature, and Vladimir Propp's approach to the folktale was used as an analogy for a structural approach. The appropriateness of such an approach was examined in an experiment with approximately 25 fifth-grade students. Results of the study seemed favorable; although, a complete curriculum could not be worked out due to the 1-semester time limitation. Lesson plans and children's reactions to instruction are presented in appendixes. References are included. (RT)

326. ED 029 770   RE 001 822
     Blair, John Raymond   Ryckman, David B.
     Visual Discrimination: Lower Case Letter Confusion.
     Michigan Univ., Ann Arbor. Center for Research on Language
        and Language Behavior.
     Spons Agency--Office of Education (DHEW), Washington, D. C.
        Bureau of Research.
     Bureau No--BR-6-1784
     Pub Date /69/
     Contract--OEC-3-6-061784-0508
     Note--14p.

     EDRS Price MF-$0.25 HC-$0.80

     Descriptors--*Alphabets, Historical Reviews, *Kindergarten
        Children, *Nursery Schools, Perception Tests, *Reading Re-
        search, *Visual Discrimination, Word Recognition

     The purpose of this Title VI study was to determine which pairs of lowercase alphabet letters were most frequently confused by prereading children and therefore most likely to cause difficulty in initial reading. Two sample groups were used: 50 lower-middle-class kindergarten children with a median age of 6 years and 25 upper-middle-class nursery school children with a median age of 4 years 4 months. The subjects were required to match a stimulus letter with one of two choice stimuli. A one-way analysis of variance was used for error scores. The most frequent confusions were reversal and rotation transformations. While the types of letter errors have remained approximately the same for over 40 years, the frequency of errors appears to have drastically reduced. Previous research is discussed. Tables, diagrams, and references are included. (Author/RT)

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327. ED 029 771   RE 001 837
     Forlano, George   Abramson, Jack
     Measuring Pupil Growth in Reading in the More Effective Schools.
     New York City Board of Education, Brooklyn, N. Y. Bureau of
        Educational Research.
     Spons Agency--Office of Education (DHEW), Washington, D. C.
        Bureau of Elementary and Secondary Education.
     Pub Date Apr 68
     Note--36p.

     EDRS Price MF-$0.25 HC-$1.90

     Descriptors--Culturally Disadvantaged, Disadvantaged Schools,
        *Reading Improvement, *Reading Instruction, *Reading Programs,
        *Reading Research, *School Improvement, Traditional Schools

     This ESEA/Title I project reports a longitudinal comparison
     of pupils from 21 More Effective Schools (MES) with pupils from
     nine control schools in New York City. The Metropolitan Achieve-
     ment Tests were administered to pupils in grades 2 through 6 in
     all MES and in selected control schools. Alternate forms were
     used at initial testing time in October 1965 and at final testing
     time in April 1967. Data were treated in three ways: (1) Growth
     in grade scores was compared with normal growth over the periods
     involved. (2) MES pupils' gain in grade scores was compared with
     the gain in grade scores achieved by a comparable group in con-
     trol schools over the same period of instruction. (3) A compari-
     son was made of deviations from the norms at initial and at
     final testing times of the obtained median grade score of MES
     and of control groups. The MES as a group were more effective
     than the control schools in reducing retardation of their pupils
     and in producing larger percents of pupils who reached and sur-
     passed the norm between initial and final testing times. Tables
     are included. (WB)

328. ED 029 772   RE 001 838
     Forlano, George   Abramson, Jack
     Measuring Progress of Fourth Grade Pupils Enrolled in the
        Remedial Program in Reading of the After-School Study Centers.
        Final Report.
     New York City Board of Education, Brooklyn, N. Y. Bureau of
        Educational Research.
     Spons Agency--Office of Education (DHEW), Washington, D. C.
        Bureau of Elementary and Secondary Education.
     Pub Date Jan 67
     Note--14p.

     EDRS Price MF-$0.25 HC-$0.80

Descriptors--*After School Activities, Attendance Patterns,
  *Grade 4, Program Costs, *Reading Research, *Remedial Reading
  Programs, *Study Centers

Experimental analysis of the results of an ESEA/Title I remedial
reading program utilizing after-school study centers is presented.
An experimental group of 1,521 New York city fourth-grade students
who were enrolled in the reading program was compared with a
matched control group from the same schools and a matched group
from schools not having an after-school program. The final mean
reading grade scores of the experimental and control groups were
compared, and the t-test for correlated groups was applied to de-
termine significant differences. After 1 school year, the ex-
perimental students as a group gained about 27 to 32 percent
more reading growth than the control students who became more
retarded in relation to grade placement between initial and
final testing. Charts and tables are included. Program costs
are estimated. (RT)

329.   ED 029 773   RE 001 854
       Klein, Isobel   Marsh, Helen R.
       Identification and Remediation of Perceptual Handicaps in
         Learning to Read. Final Report.
       Glen Cove School District, N. Y.
       Spons Agency--Office of Education (DHEW), Washington, D. C.
         Bureau of Research.
       Bureau No--BR-7-8015
       Pub Date Apr 69
       Contract--OEC-1-7- 078015-2986
       Note--17p.

       EDRS Price MF-$0.25 HC-$0.95

       Descriptors--Grade 2, Perception Tests, Perceptual Development,
         Reading Achievement, *Reading Diagnosis, Reading Improvement,
         *Reading Research, *Retarded Readers, *Visual Perception,
         *Word Recognition

       Results of an investigation of the effects of perceptual train-
ing upon selected measures of reading achievement are reported.
Subjects were 87 second-grade children of average intelligence
who had evidenced reading difficulties as well as perceptual
deficits. They were chosen from the Glen Cove, New York, school
district on the basis of their performance on the following tests:
the Lorge-Thorndike Intelligence Scale; the Wechsler Intelligence
Scale for Children (WISC); the Stanford Reading Test, Word Recog-
nition section; and the Frostig Developmental Test of Visual
Perception. Subjects were divided into three matched groups:

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a group that received 25 minutes of perceptual training twice a week, a group that received traditional remediation for the same length of time, and a control group. An analysis of variance of the reading achievement scores showed no significant differences before treatment. A t-test revealed that the remedial reading group post-test scores were significantly higher (.05 level) than those of either the control group or the perceptual training group. An analysis of variance of the Frostig data showed no significant differences between the means of the three groups. No distinctive WISC subtest patterns for retarded readers were noted. References are included. (WB)

330. ED 029 774   RE 001 864
Nearine, Robert J.
Patterns for Progress: An Evaluation, 1967-1968
Hartford City Board of Education, Conn.
Spons Agency--Office of Education (DHEW), Washington, D. C.
    Bureau of Elementary and Secondary Education
Pub Date 68
Note--17p.

EDRS Price MF-$0.25 HC-$0.95

Descriptors--Attitudes, Basic Reading, *Elementary School
    Students, Individualized Reading, *Language Arts, Language
    Development, *Reading Programs, Structural Analysis, *Team
    Teaching

    A comprehensive ESEA/Title I program of small-group reading instruction for 500 elementary school children is described, and the results of this Intensive Reading Instructional Teams program are presented. Decoding, comprehension, vocabulary development, and independent reading are emphasized as a part of the team approach. Successful activities which are listed include the use of individual learning packets, creative dramatics, and newspaper and booklet publications of students' work that help to build a positive self-image. Successful outcomes which are listed include improved attitudes toward school and reading, parental involvement, and the development of oral language usage. Results of evaluative studies, presented in tables, reveal significant gains in word forms and word recognition at the primary level and significant gains in vocabulary, comprehension, and total reading for the majority of the intermediate-grade pupils. Questionnaire results indicated that parents, students, and teachers responded quite favorably toward the program and its subsequent effects. (RT)

331. ED 030 533   RE 001 773
     Boyles, Marion P.
     Research and Development Report. Volume II, Number 9, Evaluation
        of the Communication Skills Laboratory Program, 1967-68.
     Atlanta Public Schools, Ga.
     Pub Date Feb 69
     Note--25p.

     EDRS Price MF-$0.25 HC-$1.35

     Descriptors--*Communication Skills, Grade 8, *Junior High School
        Students, Language Handicapped, Language Instruction, Language
        Laboratories, *Language Programs, Language Skills, *Pattern
        Drills (Language), Reading Difficulty, Reading Improvement,
        *Reading Research, Underachievers

     The Communications Skills Laboratory Program, and ESEA/Title I
     project in the Atlanta, Georgia, public schools, presented a
     language skills course for underachieving eighth-grade pupils.
     Pupils had reading achievement scores below sixth-grade level,
     had reading potential scores above this level, and had a 70 IQ
     or better. Small group or individual instruction stressed gram-
     mar through oral language pattern drills, listening activities,
     writing activities, and basic reading skills practice. Data for
     six schools are reported separately, comparing pretests and post-
     tests scores for significant differences. No two participating
     schools administered the same number or kind of tests. In all
     except one of the schools significant improvement in total read-
     ing was noted. In all three schools measuring language usage
     there was significant improvement. Tables are included. (CM)

332. ED 030 534   RE 001 812
     Operational Guidelines; Reading Improvement Project.
     Columbus Public Schools, Ohio.
     Pub Date /68/
     Note--70p.

     EDRS Price MF-$0.50 HC-$3.60

     Descriptors--Educational Diagnosis, *Elementary Schools, Inservice
        Teacher Education, Program Design, Program Development, Program
        Evaluation, *Program Guides, Reading Difficulty, *Reading Im-
        provement, *Secondary Schools

     Operational procedures designed to increase the effectiveness
     of an ESEA/Title I Columbus, Ohio, public schools reading improve-
     ment project are presented. The project's three-pronged approach
     includes direct service to children, staff development, and program

development. The rationale and objectives of the project are outlined. The multiple roles of the reading teacher are discussed and are noted to include working directly with children and with other teachers. Methods for screening, selecting, and diagnosing students with reading difficulties are discussed. A comprehensive list of factors relating to reading difficulty is presented, and suggestions for remediation are included. Each of the four stages of development of the inservice teacher education program is briefly discussed. An evaluation of the reading improvement project is presented, and a summary of factors affecting the progress of the project is outlined. References are included. (RT)

333. ED 030 535   RE 001 820
Berger, Allen
Meeting Today's Reading Needs through Magazines in the Classroom.
Pub Date Mar 69
Note--14p.; Paper presented at the College Reading Association
    conference, Boston, Mass., Mar. 13-15, 1969.

EDRS Price MF-$0.25 HC-$0.80

Descriptors--*High School Curriculum, *Instructional Materials,
    *Periodicals, *Reading Instruction, *Reading Materials, School
    Libraries, Secondary Schools, Secondary School Students

Relatively little attention has been given to the use of magazines in the classroom, in contrast to the amount of attention given to the use of newspapers, for example. Yet, the number of magazines continues to increase in the United States, and surveys indicate that high school students read many of them. The surveys also indicate that there is a low correlation between magazines read by students and magazines found in high schools. Such a situation need not exist if an imaginative teacher utilizes the students' reading interests to meet their reading needs through magazines in the classroom. Periodicals can be used to individualize instruction and to give attention to nearly all facets of reading. References are included. (MD)

334. ED 030 536   RE 001 823
Brown, James I.
Evaluating a Visual-Linguistic, Multi-Media Approach to Primary
    Reading.
Pub Date May 69

Note--12p.; Paper presented at the International Reading Association conference, Kansas City, Mo., Apr. 30-May 3, 1969.

EDRS Price MF-$0.25 HC-$0.70

Descriptors--Basic Reading, *Educational Research, Instructional Aids, Primary Grades, *Reading Instruction, *Reading Research, *Visual Learning

Results of two studies testing the effectiveness of the Visual-Linguistic Reading Program (Group A) as compared with that of a basal program using an overhead projector (Group B) and a basal program not using an overhead projector (Group C) are reported. Children from three cities in Minnesota, Florida, and California, 1,800 in the first study and 1,044 in the second, were pretested with the Metropolitan Reading Readiness Test and the Otis-Lennon Mental Ability Test and were tested in later times with Forms X and W of the Stanford Achievement tests. Results showed that Group A scored significantly higher than Group C on five of the 45 subtests (Word Reading, Paragraph Meaning, Vocabulary, Spelling, and Word Study Skills). A slight numerical superiority involving significant differences among the 45 subtests favored Group A over Group B. In terms of total scores for each of the five subtests in the high-, middle-, and low-ability groups, Group A was significantly better than Group C in all five. Tables are included for both studies. (MD)

335. ED 030 537   RE 001 825
Cashman, Mildred Berwick   Berwick, Hildred G.
Elementary School Reading Survey.
New England Educational Assessment Project.
Pub Date 68
Note--36p.

EDRS Price MF-$0.25 HC-$1.90

Descriptors--*Curriculum Evaluation, *Elementary School Curriculum, Grade 1, Grade 4, Kindergarten, *Program Evaluation, *Reading Programs, School Surveys

Results of an elementary reading survey of New Hampshire schools are reported. The survey, part of a 1968 New England Educational Assessment Project, used questionnaires to discover characteristics of reading programs, future needs, and teacher training. Elementary school principals, kindergarten teachers, first-grade teachers, and fourth-grade teachers responded to the questionnaire. The following information was included among the findings. (1)

Basic reading programs were used in almost all schools. (2) Children were grouped into three reading groups in almost all classrooms. (3) More than one-half of those children eligible for kindergarten were unable to go due to the paucity of preschool classes. Tables of survey result percentage figures are included. (MD)

336. ED 030 538   RE 001 826
Cleland, Donald L.
Why Should I Read?
Pub Date Mar 69
Note--10p.; Paper presented at the College Reading Association
    conference, Boston, Mass., Mar. 13-15, 1969.

EDRS Price MF-$0.25 HC-$0.60

Descriptors--Abstract Reasoning, Cognitive Processes, Concept
    Formation, *Perception, *Reading, *Reading Comprehension

Reading is defined operationally as the cognitive process of perceiving and ordering our environment. As such it is a psychomotor process involving the reorganization of experiences evoked by some stimulus. Thus defined, reading is equated with perception and has several primary functions, including concept building, which begins with perception and continues through abstraction and generalization formation. Reading then becomes a means of attaining an ability to meet, understand, and deal with environment. References are included. (MD)

337. ED 030 539   RE 001 827
Cohen, S. Alan   Reinstein, Steven
Skills Centers: A Systems Approach to Reading Instruction.
Pub Date Mar 69
Note--10p.; Paper presented at the College Reading Association
    conference, Boston, Mass., Mar. 13-15, 1969.

EDRS Price MF-$0.25 HC-$0.60

Descriptors--*Disadvantaged Youth, Individualized Programs,
    *Junior High School Students, Learning Theories, Methodology,
    *Reading Improvement, *Systems Approach, Teacher Role

A program developed at Yeshiva University to emphasize self-directing, self-correcting techniques for teaching basic reading skills to socially disadvantaged junior high school students is

discussed. Seven laws of learning which underlie the guidelines for the program are presented. The following four guidelines to effective methodology are listed: (1) high intensity learning, (2) individualized content, (3) individualized progress, and (4) individualized material level. The teacher's role is examined and observed to include facilitating student-directed activities by arranging conditions conducive to learning, matching materials to individual needs, interacting with the students, and evaluating student progress. A specific program description indicates that all students are pretested on the Cohen-Cloward Diagnostic Test of Word Attack Skills and the California Reading Test which yield diagnostic patterns for each child and that classes of 20 to 30 students rotate among the three learning centers: Comprehension, Word-Study Skills, and Word Analysis-Vocabulary Centers. The activities of each center are briefly described. (RT)

338. ED 030 540   RE 001 831
     Della-Piana, Gabriel   And Others
     New Directions for Informal Reading Assessment.
     Pub Date May 69
     Note--11p.; Paper presented at the International Reading Association conference, Kansas City, Mo., Apr. 30-May 3, 1969.

     EDRS Price MF-$0.25 HC-$0.65

     Descriptors--*Diagnostic Teaching, Individualized Reading, *Informal Reading Inventory, Reading Diagnosis, Reading Tests

     Construction, administration, and interpretation of an informal reading inventory is, perhaps, too time consuming a task for the classroom teacher who may decide that other activities are more relevant. The informal reading inventory will probably be built into basal materials or into diagnostic batteries. However, the teacher can develop other diagnostic tools that will add to his effectiveness in a reading program which already has formal diagnosis and individually prescribed instruction. The teacher can observe reading behavior, diagnose problems, prescribe measures for solution, and teach, making revisions as needed. An example of diagnosis and prescription of one specific problem is included. (MD)

339. ED 030 541   RE 001 832
     Di Lorenzo, Louis T.   And Others
     Prekindergarten Programs for the Disadvantaged: A Third-Year Report on an Evaluative Study
     State Univ. of New York, Albany. State Educational Dept.

Pub Date Dec 68
Note--28p.

EDRS Price MF-$0.25 HC-$1.50

Descriptors--*Disadvantaged Youth, Educationally Disadvantaged,
    Kindergarten, *Language Development, Preschool Children, *Pre-
    school Education, *Reading Research

    Results of ESEA/Title I programs designed to prepare education-
ally disadvantaged children for school in eight New York state
school districts are contained in the 3-year report on a total
population of 1,805 children. Standardized intelligence and
readiness tests given at the beginning and end of prekindergarten
were used to determine the effectiveness of the programs. It was
found that such programs were beneficial for disadvantaged but
not for nondisadvantaged participants, that certain programs
stressing language development were most beneficial, that program
effectiveness increased over the 3 years, that boys and girls
benefitted equally, that disadvantaged white children benefitted
more than did disadvantaged nonwhite children, and that no signifi-
cant interaction occurred between sex and race. A study of stand-
ardized test scores after the kindergarten year showed a continuance
of these effects. Further studies are planned involving testing
at the end of grade 1. References and tables of results are in-
cluded. (MD)

340. ED 030 542   RE 001 833
      Di Lorenzo, Louis T.   And Others
      Empirical Bases for a Prekindergarten Curriculum for Disadvantaged
        Children.
      Pub Date 7 Nov 68
      Note--15p.; Paper presented at the Annual Convocation of the
        Educational Research Association of New York State, Nov. 7,
        1968.

      EDRS Price MF-$0.25 HC-$0.85

      Descriptors--Cultural Disadvantagement, *Curriculum Development,
        Economic Disadvantagement, *Educationally Disadvantaged, *Pre-
        school Curriculum, *Reading Comprehension

      This project was undertaken to establish a basis for a compensa-
      tory curriculum for disadvantaged preschool children by using
      existing empirical data to identify factors that predict success
      in reading comprehension and that differentiate the disadvantaged
      from the nondisadvantaged. The project focused on factors related
      to success in learning to read, which was equated with reading

comprehension. The literature on reading and on the disadvantaged was reviewed, and lists of factors predicting success in reading comprehension and differentiating between disadvantaged and nondisadvantaged children were established. Common factors from the lists of predictors and differentiators in their final rank order were (1) reading letters and numbers, (2) auditory discrimination, (3) figure and pattern copying, (4) auditory word association and analogy, (5) auditory word-picture discrimination, (6) figure and pattern matching, and (7) visual design memory and recall. References and tables are included. (WB)

341. ED 030 543   RE 001 835
Dulin, Kenneth L.
Correlates of the Ability to Use Context Clues in Reading.
Pub Date May 69
Note--10p.; Paper presented at the International Reading Association conference, Kansas City, Mo., Apr. 30-May 3, 1969.

EDRS Price MF-$0.25 HC-$0.60

Descriptors--*Context Clues, Reading Comprehension, *Reading Research, Secondary School Students, *Word Recognition

Results of two studies of the ability to use specific context clues and possible academic correlates of this ability are reported. In the first study, a five-form data-gathering instrument, using categories of context clues derived from Artley, Betts, and McCullough, was administered to 315 tenth-grade students in Seattle, Washington. Simulated words were employed in the text, and use of context clues was checked through multiple choice responses. Sex, age, IQ, and academic ranks and scores were used as premeasures. Results led to the conclusion that verbal reasoning was the best predictor of success in using context clues. In the second study, a two-form data-gathering instrument, using discriminating items from the first, was administered to 52 Madison, Wisconsin, eighth-grade students. In this phase, ability to use context clues was positively and significantly correlated with IQ and with vocabulary and comprehension scores. General conclusions support those of earlier studies. General intelligence, verbal abilities, reading vocabulary, and comprehension ability appear to be closely related to the ability to use context clues in reading. Girls and those under-age for their grade level are better at this skill than are boys and those over-age for their grade level. References and tables are included. (MD)

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342. ED 030 544   RE 001 836
      Finder, Morris
      Reading Comprehension: Inferring the Task of the Writer.
      Pub Date May 69
      Note--11p.; Paper presented at the International Reading Associa-
         tion conference, Kansas City, Mo., Apr. 30-May 3, 1969.

      EDRS Price MF-$0.25 HC-$0.65

      Descriptors--*Comprehension Development, Evaluation Criteria,
         *Reading Comprehension, Reading Instruction, Reading Skills

      Rather than being viewed as a reading skill, comprehension is
   viewed as inferring the task of the writer or as discerning the
   ends and means of a discourse. Inferring the writer's task is
   to reason backwards from the product to the questions with which
   he may have started. Discerning ends and means is to view what
   is described, argued, or explained; to see order, language, and
   structure. Many skills are needed to comprehend, and these
   should meet certain evaluative criteria relating to their validi-
   ty, inclusiveness, coherence, and brevity. No hierarchical se-
   quence is needed for teaching comprehension skills, but teachers
   should be able to select those skills which are needed by their
   students. A list of skills, and explanations of them, is attached.
   (MD)

343. ED 030 545   RE 001 839
      Frase, Lawrence T.
      Paragraph Organization of Written Materials: The Influence of
         Conceptual Clustering Upon the Level and Organization of Recall.
      Bell Telephone Labs., Inc., Murray Hill, N. J. Learning and
         Instructional Processes.
      Pub Date /69/
      Note--27p.

      EDRS Price MF-$0.25 HC-$1.45

      Descriptors--*Behavioral Science Research, High School Graduates,
         *Learning Processes, *Reading Comprehension, *Reading Research

      Forty-eight sentences, which associated eight attributes with
   six chessmen, were clustered in paragraphs by chessman, by attri-
   bute, or by rote group (randomized). One-half of 42 high school
   graduates were told the conceptual structure of the passage be-
   fore reading. Subjects read the passages for three 5-minute
   periods in order to learn the information and to evaluate
   chess play. Free recall was required after each reading. With

the organized passages, recall was about 50 percent higher than with the rote group, but the rote group showed as much clustering (78 per cent) as one of the organized passages. Conceptual pre-information improved performance as trials increased but did not influence recall clustering. Primacy effects were obtained for the organized passages. Application test scores, although in the same direction as recall scores, did not differ significantly. Application scores correlated only with recall of the attributes concerning how the chessmen moved. References and tables are included. (MD)

344. ED 030 546   RE 001 840
Frase, Lawrence T.   And Others
Effect of Question Position and Frequency Upon Learning from
    Text under Different Levels of Incentive.
Bell Telephone Labs., Inc., Murray Hill, N. J. Learning and
    Instructional Processes; Massachusetts Univ., Amherst.
Pub Date /69/
Note--16p.

EDRS Price MF-$0.25 HC-$0.90

Descriptors--*Behavioral Science Research, College Students,
    Reading Comprehension, *Reading Research, Rewards, *Study
    Skills

The influence of motivation in modifying the effect of adjunct questions was explored. Each of 270 undergraduates were promised 0, 3, or 10 cents for each correct answer on a test given immediately after reading. Questions were placed either frequently or infrequently in a text, either before or after the relevant material. Controls read the text without adjunct questions. Results indicated that (1) learning was contingent upon how much money the subjects were offered for performing; (2) that the advantage of post-questions over prequestions diminished under high incentive; (3) that prequestions inhibited incidental learning when they were frequent; and (4) that infrequent adjunct questions resulted in a take-over by the incentive factor. It was concluded that inhibitory effects of questions may operate during the selection of text input and during the further processing of that input from short-term memory. References, notes, and tables are included. (MD)

345. ED 030 547   RE 001 841
Frase, Lawrence T.   Silbiger, Francene
Incidental Learning Effects of Searching for Related Information
    in a Text.

Bell Telephone Labs., Inc., Murray Hill, N. J. Learning and
    Instructional Processes; Fairleigh Dickinson Univ., Teaneck,
    N. J.
Pub Date /69/
Note--20p.

EDRS Price MF-$0.25 HC-$1.10

Descriptors--College Students, *Content Reading, *Directed
    Reading Activity, *Discrimination Learning, *Incidental
    Learning, Information Seeking, Reading Comprehension, Read-
    ing Processes, *Reading Research, Time Factors (Learning)

The incidental learning effects of discrimination which
would be required in searching for and selecting related in-
formation in a text were explored. Sixty-one students from
three educational psychology classes at Fairleigh-Dickinson
University participated. Subjects were randomly assigned to
four experimental groups and were given reading search tasks.
The present study indicates that when a reader is involved in
reading for specific information, substantial learning effects
may be produced by the discriminations involved in the search.
A delayed retention test indicated that these learning effects
may be relatively stable over time. Even stimuli which are not
the targets of search can be influenced by searching if they
are encountered repetitively during the search. The results
suggest that when stimuli are evaluated against a criterion,
the comparisons involved influence the retention of both the
criterion and the stimuli which are evaluated against it.
References, tables, and notes are included. (WB)

346. ED 030 548   RE 001 842
Gould, Lawrence N.
An Optometrist Looks at Perception.
Pub Date 1 May 69
Note--9p.; Paper presented at the International Reading Associa-
    tion conference, Kansas City, Mo., Apr. 30-May 1, 1969.

EDRS Price MF-$0.25 HC-$0.55

Descriptors--Auditory Perception, Haptic Perception, Kinesthetic
    Perception, *Perception, *Perceptual Development, Reading In-
    struction, *Sensory Integration, Visual Perception

The relationships of sense modalities included in the broad
term "perception" are explored. Vision is a transmission from
external world to brain. Ocular mobility and spatial organization

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abilities are important to vision as it is involved in the
perceptual-cognitive process. Kinesthetic and visual behaviors
are interrelated and are supplemented by the haptic modality
(sense of touch). Auditory perception produces imagery that far
surpasses the kinesthetic or haptic senses and, in fact, rivals
the visual sense as the major mode of learning. Teaching methods
based on these sense modalities should endeavor to present a
problem through one modality and then require a maximum number of
modalities to be integrated into the response. Available ma-
terials which use this technique are listed, and references are
included. (MD)

347. ED 030 549   RE 001 846
     Jan-Tausch, Evelyn
     Reading as Language.
     Pub Date 1 May 69
     Note--16p.; Paper presented at the International Reading
        Association conference, Kansas City, Mo., Apr. 30-May 1, 1969.

     EDRS Price   MF-$0.25   HC-$0.90

     Descriptors--Communication Skills, *Curriculum Planning, *Language
        Skills, Needs, *Reading Development, Teacher Role

     Reading is viewed as an integral part of the total language and
     thinking development of the individual and as an important skill
     employed for the acquisition of knowledge and self-growth. The
     teacher is seen as one who clears the lines of communication be-
     tween pupil and author by carefully assessing the pupil's capaci-
     ty and the level of the material to be read. Evaluation of the
     reader's level of thinking, his perceptual handicaps or strengths,
     the richness of his experiential background, and his language
     competence are emphasized. An ungraded, continuous progress pro-
     gram is briefly discussed, emphasizing the idea that reading is
     language and that whatever develops the language facility im-
     proves reading. Some goals and methods of the study of language--
     hence reading--are listed and discussed. Teaching a pupil to
     comprehend is not seen to rest solely with the reading teacher
     but rather with all teachers. Separation of reading instruction
     from the rest of the curriculum and failure to comprehend its
     nature as a language skill are seen as detrimental to the develop-
     ment of language abilities. References are included. (RT)

348. ED 030 550   RE 001 850
     Keith, Mary T.
     Sustained Primary Program for Bilingual Students.

Pub Date May 69
Note--22p.; Paper presented at the International Reading Associa-
tion conference, Kansas City, Mo., Apr. 30-May 3, 1969.

EDRS Price MF-$0.25 HC-$1.20

Descriptors--*Bilingual Education, Bilingual Students, Bilingual
Teacher Aides, Cultural Interrelationships, Educationally
Disadvantaged, *Extended School Year, *Intercultural Programs,
Language Experience Approach, Mexican American History, Mexican
Americans, Spanish Americans, *Spanish Speaking, *Ungraded
Primary Programs

The Sustained Primary Program for Bilingual Students is an
ESEA/Title III program which emphasizes understanding and appre-
ciating the Spanish, Mexican, Anglo heritage of the Mesilia
Valley and southwestern New Mexico, discovering the structure
of the language, recognizing how learning occurs, identifying
the methodology and strategy needed to create the best learning
climate, and exploring ways of expanding the learning environ-
ment into the home and community. This 12-month program includes
200 instructional days and short vacation periods. Teachers and
pupils remain together from kindergarten through grade 3, and
advancement is continuous and nongraded. The language experience
approach to reading is incorporated in the culturally centered
curriculum. Bilingual instructional aides assist the master
teachers, and parent participation is encouraged. Statistical
data for the project's first year (1966-67), comparing program
children with control groups on the California Test of Mental
Maturity, the Metropolitan Reading Readiness Test, and other
measures, indicate that dual language instruction enhanced school
achievement. Tables and references are included. (CM)

349. ED 030 551   RE 001 853
Klein, Howard A.
Interest and Comprehension in Sex-Typed Materials.
Pub Date May 69
Note--6p.; Paper presented at the International Reading Associa-
tion conference, Kansas City, Mo., Apr. 30-May 3, 1969.

EDRS Price MF-$0.25 HC-$0.40

Descriptors--*Comprehension, *Grade 5, *Interest Research, Litera-
ture Appreciation, Physical Characteristics, *Reading Research,
Vocational Interests

The effects of the main character's sex and occupation on fifth
graders' interest in and comprehension of a story were investigated.

Two fifth-grade-level stories of about 370 words were written
about a pilot (interesting for boys), a ballet dancer (interest-
ing for girls), and a social worker (equal appeal). Each story
was written in two versions: one with a female main character
and the other with a male main character. The readers' responses
to each story were measured by a semantic differential scale and
a six-point like-dislike statement scale. Three hundred and
twelve boys and girls from 13 randomly selected Saskatoon, Sas-
katchewan, public school fifth-grade classrooms were chosen as
subjects. The study concluded that boys and girls do react in
distinct ways to the same content and that research can predict
which content will have greater or lesser appeal for boys and
girls. Additional conclusions and comments are presented. Ref-
erences are included. (RT)

350. ED 030 552   RE 001 858
McAninch, Myrene
Investigation of Recognition Variance of Perceptual Stimuli
    Associated With Reading Proficiency.
Pub Date May 69
Note--5p.; Paper presented at the International Reading Associa-
    tion conference, Kansas City, Mo., Apr. 30-May 3, 1969.

EDRS Price MF-$0.25 HC-$0.35

Descriptors--Grade 3, *Predictive Ability (Testing), Reading
    Diagnosis, Reading Difficulty, *Reading Readiness, *Reading
    Research, *Retarded Readers, *Visual Discrimination, Visual
    Stimuli

    The relationship between reading ability and recognition of
four kinds of perceptual stimuli for purposes of reading dis-
ability diagnosis was investigated. The sample consisted of
84 male grade-3 pupils who were matched on intellectual ability
but who differed in reading proficiency. Three groups, based
on a 6-month discrepancy either above or below grade placement
between reading achievement and potential as determined by the
Bond-Tinker formula, were formed. Recognition tasks were
presented by tachistoscope. The four perceptual categories
were (1) geometric or abstract configuration, (2) pictorial
design, (3) alphabetic symbol, and (4) word unit. Geometric
forms, alphabetic symbols, and word units were found to sig-
nificantly differentiate (.01) between able and disabled readers.
Alphabetic symbols appeared to be a slightly higher predictor
than the other two forms. Implications were that present
readiness materials stressing discrimination of pictorial and
abstract forms are less effective in predicting reading pro-
ficiency than are forms actually involved in the reading act,
namely letters and word units. (WB)

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351. ED 030 553   RE 001 859
     McCain, Floyd, Jr.   Brown, Laurence D.
     The Effect of Cognitive Style in Verbal and Pictorial Concept
       Formation Tasks.
     Pub Date Feb 69
     Note--11p.; Paper presented at the American Educational Research
       Association conference, Los Angeles, Calif., Feb. 5-8, 1969.

     EDRS Price MF-$0.25 HC-$0.65

     Descriptors--*Cognitive Processes, *College Students, *Concept
       Formation, *Educational Research, Learning Processes, Paired
       Associate Learning

     Forty-two college undergraduates, 28 women and 14 men, were
     classified as analytic, categorical, or relational according to
     their responses on the Sigel Cognitive Style Test and were ran-
     domly assigned to verbal or pictorial conditions. The subjects
     were presented a series of slides involving the paired associa-
     tion of 9 three-letter nonsense syllables (Glaze List) with 36
     single words or pictures representing three types of concepts.
     A two-way analysis of variance of mean errors failed to replicate
     the previous finding of an interaction between learner cognitive
     style and concept class for either stimulus condition. However,
     a significant main effect (p less than .01) on learner style for
     the verbal condition revealed that analytic subjects performed
     better across all concept classes than those having categorical
     or relational styles. Tables and references are included.
     (Author/RT)

352. ED 030 554   RE 001 867
     Olson, Arthur V.
     The Structure of Reading Readiness Ability.
     Pub Date May 69
     Note--11p.; Paper presented at the International Reading Associa-
       tion conference, Kansas City, Mo., Apr. 30-May 3, 1969.

     EDRS Price MF-$0.25 HC-$0.65

     Descriptors--Auditory Discrimination, Grade 1, *Models, Predictive
       Measurement, Reading Processes, *Reading Readiness, Reading
       Readiness Tests, *Reading Research, *Reading Skills, *Sequential
       Learning, Visual Discrimination

     The development of a research model to aid in the understanding
     of the hierarchical structure of reading readiness is described.
     Data were obtained by testing 218 first graders from three ele-
     mentary schools with the Frostig Developmental Test of Visual

Perception, the Gates Reading Readiness Test, the Metropolitan
Readiness Test, the Olson Reading Readiness Tests, and the
Wechsler Intelligence Scale for Children. The product moment
method was used to compute the intercorrelations among the 35
variables. After an examination of the loading of the subtest
variables, four large common factors, listed in order of in-
creasing correlation with the factor best representing reading
achievement, could be ordered as follows: (1) perceptual or-
ganization, (2) auditory-visual discrimination, (3) verbal
association, and (4) verbal comprehension. Both a horizontal
and a vertical plane were developed in this model. It is sug-
gested that the order of the skills on the vertical plane would
also develop horizontally and might or might not contribute to
the achievement level of a higher order dependent upon the type
of achievement measured. Questions for further investigation
are posed, and references are included. (CM)

353. ED 030 555   RE 001 869
     Peterson, Joseph M.   Knight, Diana
     Evaluation of Reading Skills in the Wisconsin Prototypic System
        of Reading Instruction.
     Pub Date May 69
     Note—27p.; Paper presented at the International Reading Associa-
        tion conference, Kansas City, Mo., Apr. 30-May 3, 1969.

     EDRS Price MF-$0.25 HC-$1.45

     Descriptors—*Diagnostic Teaching, Group Tests, *Individualized
        Instruction, *Reading Instruction, Reading Skills, *Reading
        Tests, *Skill Analysis, Test Construction

     A system designed to provide a framework for the individualiza-
     tion of reading instruction is discussed. The heart of the system
     is a mastery checklist of reading skills for each child which
     provides teachers with a means for discovering the specific skill
     needs of their students. Initially, the system depended upon in-
     dividual assessment exercises as the main source of specific skill
     measurement, but because the administration of these exercises
     was not an efficient use of time, work began on group assessment
     exercises designed to test the same skills. A discussion of the
     construction, format, and revision of these group prototypic as-
     sessment exercises measuring word attack, comprehension, and study
     skills is presented, and it is noted that information from the
     exercises provides a basis for appropriate choices of instructional
     approaches and of materials for each student. Sample exercises
     and checklists are provided. One reference is included. (RT)

354. ED 031 365   RE 001 709
Crewe, James   Hultgren, Dayton
What Does Research Really Say About Study Skills?
Pub Date Dec 68
Note--8p.; Paper presented at National Reading Conference,
   Los Angeles, Dec. 5-7, 1968.
Available from--1968 National Reading Conference Yearbook.

Document Not Available from EDRS.

Descriptors--*College Programs, *Research Reviews (Publications),
  Study Guides, *Study Skills

   A critical analysis of study method and review is presented.
Findings indicate that the SQ3R study method is used in most
how-to-study manuals, but the evidence showing the efficiency of
this method is both sparse and unimpressive. Only two studies
have examined SQ3R as a total method, and neither yielded posi-
tive results. One controlled study is noted in which SQ3R, read-
ing, outlining, and underlining are compared. Underlining re-
sulted in better short term and long term comprehension and took
considerably less time than either outlining or SQ3R. In the
area of review strategies, only seven studies have been conducted
using text-book-type material, and most of these did not control
the effects of time. All generally concluded that spaced practice
was most effective. One study found that massed study was more
effective when time was controlled and pointed out that study
close to the time of examination was more productive than at
any other time. The paper concludes that students are not
presented with sufficient research data on which to base valid
decisions about their study behavior and that a manual on study
methods presenting the relevant data is needed. (RT)

355. ED 031 366   RE 001 723
Shedd, Charles L.
Some Exploratory Studies on the Clinical Management of Dyslexia.
Pub Date Mar 69
Note--27p.; Paper presented at Association for Children with
  Learning Disabilities conference, Fort Worth, March 6-8,
  1969.

EDRS Price MF-$0.25 HC-$1.45

Descriptors--*Clinics, *Dyslexia, Instructional Materials, *Learn-
  ing Disabilities, Multisensory Learning, Tutorial Programs

Problems concerning dyslexia are specified, suggestions for working with dyslexics are made, and a number of programs to serve as models to be improved upon are described. The major problem noted is the development of materials and procedures that can be used effectively with dyslexics. Emphasis is placed on reading from left to right, training in letter-sound correspondence, training in sound discrimination, and training in blending; in short, emphasis is on decoding procedures. Hearing sounds accurately is important in producing the sounds orally or in writing. Critical ingredients of clinical management of dyslexics pointed out are one-to-one instruction, a multisensory approach, and highly structured material. Instructors who carry on the tutorial work do not need to be highly trained, and there is no need for additional equipment such as machines and special games. No one method is specified; a variety of environmental, emotional, and intellectual situations should be employed so that modifications, variations, and alterations can be made whenever necessary. References are included. (RT)

356. ED 031 367   RE 001 760
      Cohen, S. Alan
      Studies in Visual Perception and Reading in Disadvantaged
        Children.
      Pub Date Mar 69
      Note--12p.; Paper presented at the 12th annual meeting of the
        College Reading Association, Boston, Mass., March 13-15, 1969.

      EDRS Price MF-$0.25 HC-$0.70

      Descriptors--*Disadvantaged Youth, Elementary Grades, Intelligence
        Tests, Perception Tests, *Reading Ability, Reading Research,
        Secondary School Students, *Visual Perception

      Two studies were carried out to measure the difficulties in
      visual perception which affect the reading abilities of disadvantaged children. The first study involved children in the
      first grades of eight poverty-area schools. Results reinforced
      earlier findings that urban disadvantaged children scored poorly
      on tests of visual perception. Perceptual training programs did
      not appear to have much positive effect. A second study using
      high school students found that visual perception and intelligence test scores were highly correlated, indicating overlap of
      behavior tapped. Results of these and other studies led to the
      conclusions that, since correlations existed between visual perception and intelligence test measures, visual perception training might raise intelligence test scores but not necessarily
      reading scores. Also, while some children need perceptual training, this should not be substituted for reading readiness measures
      and methods. References are included. (MD)

357.   ED 031 368   RE 001 768
       Christ, Frank L.
       The SR/SE Laboratory: A Systems Approach to Reading/Study Skills
          Counseling.
       Pub Date Dec 68
       Note--8p.; Paper presented at the National Reading Conference
          meeting, Los Angeles, Dec. 5-7, 1968.
       Available from--1968 National Reading Conference Yearbook

       Document Not Available from EDRS.

       Descriptors--*College Programs, *College Students, Individual
          Counseling, Individual Study, Reading Skills, Student Improve-
          ment, Study Skills

       In order to provide self-improvement through a combination of
       individualized learning and personal attention, the Survey of
       Reading/Study Efficiency Systems Laboratory is available to all
       Loyola University of Los Angeles students. The Student Personnel
       Services directs the Laboratory, which is composed of a number of
       centers located in the student union, the library, several resi-
       dence halls, and a fraternity house. Reading and study skills
       materials, including workbooks, programed texts, tapes, records,
       filmstrips, and tests are available for individual student use
       under the direction of a counselor. Lists of currently used ma-
       terials are found in the Manual for Instructors and Counselors
       and in the Personal Program Guide. References are included. (MD)

358.   ED 031 369   RE 001 769
       Jacobson, George W.   Nelson, Emily
       American Language Skills: An Integrated Reading, Writing, Speak-
          ing, and Listening Program.
       Pub Date Dec 68
       Note--6p.; Paper presented at National Reading Conference meet-
          ing, Los Angeles, Dec. 5-7, 1968.
       Available from--1968 National Reading Conference Yearbook

       Document Not Available from EDRS.

       Descriptors--*College Curriculum, College Freshmen, *Communication
          Skills, *Language Arts, Listening Skills, Reading Instruction,
          Reading Skills, Speaking, Writing Skills

       Establishment of Southwest Minnesota State College, a new 4-year
       college, has made possible the creation of an American Language
       Skills course to replace traditional freshmen English. Program
       emphasis is on integration and coordination of reading, writing,
       speaking, and listening skills. Students receive lectures on the

reading process and on the use of materials. They spend time each week in individualized study in the campus Reading Center. Testing is done at the beginning and end of the term, using the Triggs Upper Level Survey, Forms A and G. Percentage gains in rate, vocabulary, and comprehension are greater for the group having the integrated program than for a volunteer control group receiving no reading instruction. (MD)

359. ED 031 370   RE 001 771
Lowe, A. J.
Educated Adult Reading Programs: What's Needed.
Pub Date Mar 69
Note--9p.; Paper presented at the 12th annual meeting of the
    College Reading Association, Boston, Mass., March 13-15, 1969.

EDRS Price MF-$0.25 HC-$0.55

Descriptors--*Adult Reading Programs, Content Reading, Critical
    Reading, *Program Content, Rapid Reading, Reading Habits,
    Study Skills

Five topics for suggested study in an educated-adult reading program are presented in outline form. Rapid reading is seen as a major goal of most participating students, and critical reading, listening, writing, and speaking are noted as important subjects to be covered. Study methods, techniques for reading problems in science and math, and general reading habits are included. Getting students to practice at home is noted as a significant challenge for such a program. Useful materials are listed, and a careful use of tests is advised. A discussion on what improvements may be expected is recommended. (RT)

360. ED 031 371   RE 001 777
Ward, Byron J.
Inservice Education Programs for Public School Teachers.
Pub Date Mar 69
Note--10p.; Paper presented at the 12th annual meeting of the
    College Reading Association, Boston, Mass., March 13-15, 1969.

EDRS Price MF-$0.25 HC-$0.60

Descriptors--*Inservice Programs, *Inservice Teacher Education,
    *Reading Instruction, Reading Material Selection, Scheduling,
    Teaching Methods

Inservice education programs for public school teachers are needed for these, among other, reasons: (1) to provide teachers with preparation for teaching reading since this is often not done by colleges and universities and is often not required for state department certification; (2) to help teachers keep abreast of the latest research in the field of reading; and (3) to help teachers evaluate the vast amount of new materials available. The paramount consideration in providing an effective inservice education program is the teachers for whom it is established. Therefore, meeting times, selections of topics to be covered, and methods used to present these topics should be decided with teachers in mind if the program is to meet their needs. Inservice programs can be conducted by the inservice educator employed by the school system or by university personnel obtained on a consultant basis. One reference is noted. (MD)

361. ED 031 372   RE 001 778
     McCarthy, Jeanne McRae
     Classroom Programming for Children with Learning Disabilities.
     Pub Date Apr 69
     Note--15p.; Paper presented at the 47th Annual Convention of the
         Council for Exceptional Children, Denver, Colo., April 6-12,
         1969.

     EDRS Price   MF-$0.25   HC-$0.85

     Descriptors--*Classroom Techniques, Consultants, Diagnostic
         Teaching, *Instructional Materials, *Learning Disabilities

     Basic tenets underlying the philosophy of programing for children
     with learning disabilities are presented. Focus is placed on the
     involvement of the classroom teacher utilizing clinical teaching
     which matches the demands of the task to the cognitive style of
     the learner. It is pointed out that learning disabilities range
     in degree from mild to severe and require a variety of treatment
     programs. A team approach requiring the support of the administra-
     tion and the involvement of consultants, parents, and even students
     is seen as necessary to success. Materials are listed in the areas
     of reading, language arts, science, social studies, and math, and
     emphasis is placed on adjusting materials and teaching techniques
     for these children. Continual followup, evaluation, and revision
     are recommended. The paper emphasizes that classroom programing
     for children with special learning disabilities nearly always in-
     cludes planning for use with the regular classroom teacher. (RT)

362. ED 031 373   RE 001 780
     Millman, Howard L.

Out-Patient Diagnostic and Remedial Services for Children with
Minimal Cerebral Dysfunction.
Pub Date Apr 69
Note--26p.; Paper delivered at the 47th Annual Convention of the
Council for Exceptional Children, Denver, Colo., April 6-12,
1969.

EDRS Price MF-$0.25 HC-$1.40

Descriptors--*Clinical Diagnosis, Counseling, *Evaluation
Techniques, Medical Treatment, *Minimally Brain Injured,
Parent Counseling, Perceptual Motor Coordination, Recreational
Programs, *Remedial Instruction, Special Education

The activities of a child guidance clinic which diagnoses and
treats children with minimal cerebral dysfunction are described.
Minimal brain dysfunction is explained, and diagnostic steps are
discussed. As a mjaor function of the program, neurological,
optometric, auditory, oral, general physical, educational, and
psychological evaluations are conducted, preferably at one cen-
ter. Specific recommendations are then made according to the
strengths and weaknesses revealed by the battery of tests. These
recommendations often include special school, special class, ad-
ditional training within a regular classroom, visual-motor train-
ing, counseling, relevant recreational programs, and parent coun-
seling groups. Effective methods for presenting test findings
to the parents are discussed, and the activities of parent coun-
seling groups, which are viewed as an essential part of the
clinical program, are described. A bibliography is included. (RT)

363. ED 031 374   RE 001 781
Ironside, Roderick A.
Who Assesses Reading Status and Progress--Tests, Teachers, or
Students?
Pub Date Mar 69
Note--11p.; Paper presented at the 12th annual meeting of the
College Reading Association, Boston, Mass., March 13-15,
1969.

EDRS Price MF-$0.25 HC-$0.65

Descriptors--*Colleges, Goal Orientation, *High Schools, *Reading
Programs, Reading Skills, *Student Evaluation, *Student Parti-
cipation, Testing

Student involvement in the assessment of reading status and
progress is important, because the effectiveness of teachers and

tests as evaluators has limitations. Translating test results
into meaningful behavioral descriptions is a difficult task, and
teacher assessment is sometimes limited by the temptation to
respond quickly and definitely to a single factor such as a score,
an incident, or an aspect of reading. Teachers exhibit a ten-
dency to assess the status and needs of a student and then to
conduct improvement programs which often ignore those needs.
The students, because of personal motivation and understanding,
can help to define realistic objectives for reading and studying
and for assessing their own performances. Students' needs and
goals are essential elements in devising reading improvement pro-
grams on the high school and college levels. (RT)

364. ED 031 375   RE 001 816
     Anderson, Lorena A.
     How to Read a Popular Article on Reading.
     Pub Date May 69
     Note--11p.; Paper presented at the International Reading Associa-
         tion conference, Kansas City, Mo., Apr. 30-May 3, 1969.

     EDRS Price MF-$0.25 HC-$0.65

     Descriptors--*Critical Reading, Opinions, *Parents, Periodicals,
         Reading Programs, Reading Research

     Some problems inherent in popular magazine articles concerning
     reading are discussed, and some suggestions for careful reading
     of them are given. It is suggested that the reader consider the
     following questions concerning popular magazine articles on read-
     ing: (1) What background does the author have? (2) What number
     of people have been involved in the research described? (3)
     What is the dollars and cents cost of the program described? and
     (4) What critical and analytical reading skills taught to chil-
     ren should be applied to reading the article? (MD)

365. ED 031 376   RE 001 818
     Artley, A. Sterl
     The Teacher Variable in the Teaching of Reading.
     Pub Date May 69
     Note--20p.; Paper presented at the International Reading Associa-
         tion conference, Kansas City, Mo., Apr. 30-May 3, 1969.

     EDRS Price MF-$0.25 HC-$1.10

     Descriptors--*Educational Research, Effective Teaching, *Reading
         Research, Research Methodology, *Research Needs, Student Teacher

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Relationship, Teacher Behavior, Teacher Characteristics,
*Teacher Education, Teacher Evaluation

Review of research literature has led to the conclusion that
it is the teacher, more than the material, the method, or any
other variable, that makes the greatest difference in children's
reading achievement. Measuring teacher abilities and effective-
ness is, however, a difficult if not impossible task unless teach-
ing is defined in terms of teacher behavior as related to pupil
behavior and cognitive aspects of learning. Future research
should be concerned with (1) formulating a broad and inclusive
concept of reading maturity, (2) making decisions on how to mea-
sure correlates of reading growth, (3) ascertaining teacher
characteristics and behavior which are most effective in pro-
moting these assumed factors or variables, (4) subjecting each
assumed factor to measurement and determining its relation to
pupil growth in reading, and (5) using all of this information
to improve programs of teacher education in reading. References
are included. (MD)

366. ED 031 377   RE 001 819
Athey, Irene
Affective Factors in Reading.
Pub Date 2 May 69
Note--29p.; Paper presented at the International Reading Associa-
    tion conference, Kansas City, Mo., Apr. 30-May 2, 1969.

EDRS Price   MF-$0.25   HC-$1.55

Descriptors--*Affective Behavior, Anxiety, Attitudes, Cognitive
    Development, *Emotional Development, Environmental Influences,
    *Learning Readiness, Models, *Reading Development, Self Con-
    cept, Theories

A discussion of the role of affective factors in reading within
the framework of the substrata factor theory is presented. The
substrata factor theory and theories of the intellect are briefly
discussed, and the absence of affective factors in these theories
is pointed out. These affective factors are seen as influential
in the individual's working system for solving problems, includ-
ing the problem of learning to read. Learning to read is viewed
as a developmental task imposed by society at the time the child
enters school, and his previous history in coping with earlier
problems and challenges is concluded to influence his approach to
this latest task. Research studies discussing such affective
factors as self-concept, autonomy, anxiety, an accurate perception
of reality, environmental mastery, and attitudes toward learning

are reviewed, with emphasis on their influence on learning to read. The need for greater clarification of educational objectives in the affective domain and better methods for evaluating the accomplishment of these objectives are noted. A bibliography is included. (RT)

367. ED 031 378   RE 001 821
Bissett, Donald J.
The Usefulness of Children's Books in the Reading Program.
Pub Date May 69
Note--11p.; Paper presented at the International Reading Association conference, Kansas City, Mo., Apr. 30-May 3, 1969.

EDRS Price MF-$0.25 HC-$0.65

Descriptors--*Childrens Books, Literature, Reading Development, Reading Instruction, Reading Materials, Reading Programs

   Suggestions of potential uses for non-textbooks in classrooms are made according to the conviction that books should be a central portion of reading instruction. In readiness and initial reading instruction non-textbooks can be used to create a desire to read, to develop readiness skills, to develop reading skills associated with comprehension and word study, and to provide entry into literature. In later stages of reading instruction books can be used to practice reading skills, to individualize instruction, and to stimulate voluntary reading. Research into the use of books in these ways is surveyed, and the conclusion is reached that the teacher will find many specific ways to use non-textbooks in his classroom. References are included. (MD)

368. ED 031 379   RE 001 852
Kerfoot, James F.
What Parents Should Know About Reading Comprehension.
Pub Date May 69
Note--8p.; Paper presented at the International Reading Association conference, Kansas City, Mo., Apr. 30-May 3, 1969.

EDRS Price MF-$0.25 HC-$0.50

Descriptors--*Comprehension Development, Critical Thinking, Group Relations, Language Development, Listening, *Parents, Prereading Experience, Questioning Techniques, *Reading Comprehension, *Teaching Methods, Word Recognition

Comprehension is seen as involving meaningful communication between author and reader. Different degrees of comprehension such as literal comprehension, evaluation, reorganization, and reaction are discussed, and experience, intelligence, language development, and decoding skills are noted as important factors which influence reading comprehension. In addition to perceptive questioning and group discussions, using a wide variety of materials, giving background information, and utilizing listening activities are included as teaching strategies for developing comprehension. Parental understanding of reading comprehension and how it is achieved is seen as an important contribution to the child's educational success. References are included. (RT)

369. ED 031 380   RE 001 856
Maxwell, Martha J.
Improving Flexibility Through Skimming and Scanning Training.
Pub Date May 69
Note--11p.; Paper presented at the International Reading Association Conference, Kansas City, Mo., April 30-May 3, 1969.

EDRS Price   MF-$0.25   HC-$0.65

Descriptors--*College Programs, Rapid Reading, Reading Materials, *Reading Skills, Reading Speed, Study Skills, Teaching Techniques

The rationale and techniques for developing skimming and scanning skills with college students are discussed, and it is noted that perfecting these skills involves changing some basic attitudes towards reading such as the ideas that one needs to read every word and that increasing speed decreases comprehension. Lengthy passages in regular college texts were chosen as effective materials to develop skimming and scanning skills, and exercises were developed for skimming for main ideas and for scanning for details and/or specific words or phrases. Techniques for improving skimming and scanning skills which include controlling the amount of time spent on exercises, analyzing the author's organization, and reading the first and last paragraphs are briefly presented. Preliminary studies indicated that including skimming and scanning training in short rapid-reading courses resulted in increased rate gains and that it may produce more flexible readers. References are included. (RT)

370. ED 031 381   RE 001 860
McCracken, Robert A.   Brown, Salome E.

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A Study of the Achievement of First Grade Pupils in Pronouncing
Words Presented in Isolation in Capital and Lower Case
Orthography.
Pub Date 1 May 69
Note--10p.; Paper presented at the International Reading Associa-
tion Conference, Kansas City, Mo., April 30-May 3, 1969.

EDRS Price MF-$0.25 HC-$0.60

Descriptors--Elementary School Students, Grade 1, *Orthographic
Symbols, Primary Grades, *Pronunciation, Reading Research,
Reading Tests, *Word Recognition

A total of 339 pupils from 99 first-grade classes were tested
over a 2-year period to determine whether they could pronounce
words presented singly, out of context, equally well when they
were printed with all capital letters, first letter only capi-
talized, or all lower case orthography. The Isolated Word Recog-
nition test of the Standard Reading Inventory was used. The
scores were significantly in favor of higher achievement on
words presented in all lower case orthography. The findings
supported the contention that configuration may be important in
recognizing words. This support was inferential only in that
the data did not refute the idea of configuration; a refutation
would have been made if performance in both forms had been equal.
The findings gave a mixed interpretation for the usefulness of
modified or augmented alphabetic systems, since the moving from
lower case orthography to capital orthography might be viewed as
a problem of transfer. There was an average achievement differ-
ence of about 25 percent, favoring better performance with lower
case orthography. References and tables are included. (Author/MD)

371. ED 031 382   RE 001 865
Newman, Harold
Pitfalls and their Avoidance in Teaching Phonics.
Pub Date Mar 69
Note--19p.; Paper presented at the College Reading Association
conference, Boston, Mass., Mar. 13-15, 1969.

EDRS Price MF-$0.25 HC-$1.05

Descriptors--Beginning Reading, Individualized Instruction,
*Phonics, *Reading Instruction, *Teaching Methods, Teaching
Procedures, Teaching Techniques

A discussion of several shortcomings of phonics instruction is
aimed at aiding teachers in avoiding such pitfalls as (1) follow-
ing just one method of phonics instruction whether or not it is

helpful to children, (2) treating all children alike and teaching them all the same phonetic elements at the same time, (3) continuing an approach regardless of its effectiveness with some or all children in a class, (4) treating phonics and phonetics as if they were the same, and (5) adhering to pronouncements by experts without scrutiny of their value in immediate circumstances. Examples of these pitfalls are given, along with suggestions for avoiding them. The conclusion is reached that an eclectic approach to phonics should be taken by teachers in order to provide individual children with the particular help they need in whatever way they can best learn. (MD)

372. ED 031 383   RE 001 866
Oakland, Thomas
Relationships Between Social Class and Phonemic and Nonphonemic
    Auditory Discrimination Ability.
Pub Date Feb 69
Note--20p.; Paper presented at the American Educational Research
    Association conference, Los Angeles, Calif., Feb. 5-8, 1969.

EDRS Price MF-$0.25 HC-$1.10

Descriptors--*Auditory Discrimination, *Auditory Tests, *Auditory
    Training, *Culturally Disadvantaged, Language Skills, Phonemes,
    Reading Research, *Socioeconomic Status

The relationships between social class membership and performance on phonemic and nonphonemic auditory discrimination tests were examined. Three socioeconomic groups (upper-middle class (UM), upper-lower class (UL), and lower-lower (LL) class) of 20 subjects each were administered the Wepman Auditory Discrimination Test and nonphonemic auditory discrimination tests of intensity, frequency, and pattern. The socioeconomic status of all Caucasian students within six first-grade classes was determined by ratings on the Index of Status Characteristics. A table of random numbers was used to assign the subjects to each of the socioeconomic groups. On the Wepman test the UM group and the UL group performed significantly better than the LL group. On the nonphonemic auditory discrimination tests, the UM group performed significantly better than did the UL or the LL groups on seven of 12 measures. On no measure was a lower socioeconomic group significantly better than a higher socioeconomic group. Correlations between error scores on the Wepman test and error scores on the nonphonemic auditory discrimination tests seem to indicate that the phonemic and nonphonemic tests measure somewhat different abilities, and the use of combined results is recommended. Tables and references are included. (WB)

373. ED 031 384   RE 001 871
     Rosen, Carl L.
     Some Needed Research Regarding the Language and Reading Instruc-
        tional Problems of Spanish Speaking Children.
     Pub Date 1 May 69
     Note--18p.; Paper presented at the International Reading Associa-
        tion conference, Kansas City, Mo., Apr. 30-May 3, 1969.

     EDRS Price MF-$0.25 HC-$1.00

     Descriptors--*Bilingual Education, *Bilingualism, Compensatory
        Education Programs, Curriculum Research, English (Second Lan-
        guage), *Language Research, Reading Development, *Reading
        Research, *Research Needs, Spanish Speaking

     Three major areas of needed research in language and reading
     development for children of Spanish-speaking backgrounds are pre-
     sented in a general overview. The first area of need is that of
     normative and descriptive studies of prelearning processes. This
     includes analyses of language base and home language behavior
     and is aimed at a more precise description of bilingual style.
     The second area of need is that of compensatory educational pro-
     grams. These should be based on research and experimentation
     designed to determine language characteristics and needs. The
     third area of need is that of research in curriculum and materi-
     als modifications. Present curricula should be researched and
     evaluated, and new and innovative curricula should be designed
     which reflect research findings. An extensive bibliography of
     material reviewed is included. (MD)

374. ED 031 385   RE 001 873
     Sawyer, Robert N.
     The Effect of Specialized Developmental Reading and Study Skills
        Instruction and Counseling on a Sample of Students with Above
        Average Quantitative and Below Average Verbal Skills.
     Pub Date 69
     Note--13p.

     EDRS Price MF-$0.25 HC-$0.75

     Descriptors--College Freshmen, College Programs, *College
        Students, Counseling, Developmental Reading, *Reading In-
        struction, *Reading Programs, Reading Research, Study Skills

     An investigation was made of the success of a developmental
     reading program with students possessing limited skills, the
     effect of reading instruction and counseling on grade point aver-
     age, and the effect of reading instruction and counseling on

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attrition rate. Ninety freshmen students from the University of
Missouri-Rolla were divided into three groups and matched on five
psychometric variables. The experimental group was provided in-
struction in developmental reading and study skills; counseling
service was provided on a voluntary basis and was initiated at
the time of registration. All reading data were collected by
pretest and post-test procedures. The semester hours attempted
and passed, the semester grade point average, and the attrition
rates were collected at the completion of each semester for 3
semesters. A significant difference was noted between initial
and final reading rates without any significant decrease in com-
prehension; grade point averages were significantly higher, and
attrition rate was significantly lower for the experimental group
than for either control group. Subjects gave positive evalua-
tions of the program and encouraged continuance and expansion.
References and tables are included. (Author/MD)

375. ED 031 386   RE 001 879
     Van Etten, Carlene
     Ingredients (Immediate Materials Selection).
     Pub Date Apr 69
     Note--15p.; Paper presented at the Council for Exceptional
       Children conference, Denver, Colo., Apr. 6-12, 1969.

     EDRS Price MF-$0.25 HC-$0.85

     Descriptors--Content Analysis, Indexing, *Information Retrieval,
       *Information Storage, Instructional Materials, *Instructional
       Materials Centers, Reading Materials, Resource Centers, Re-
       source Materials

     A prescriptive materials laboratory, called the Educational
  Modulation Center, (EMC) provides teachers and consultants with
  immediate access to materials for use in specific teaching situa-
  tions. Materials included in the EMC files are carefully analyzed
  according to mental age level, material format, general and speci-
  fic content, stated purpose, the amount of coverage devoted to
  various skills, organization, type of activity, print size, price
  teaching aids, and source availability. All entries are numbered
  and indexed, using thesaurus index terms, and are stored using an
  optical matrix system. Potential users consult the thesaurus for
  terms covering the subject in which they are interested, scan the
  cards corresponding to the term, and select the materials which
  will fit their needs. (MD)

376. ED 031 387   RE 001 880
     Wapner, Irwin
     The i/t/a in Lompoc: A Longitudinal Study.
     Pub Date 2 May 69
     Note--19p.; Paper presented at the International Reading Associa-
        tion conference, Kansas City, Mo., Apr. 30-May 3, 1969.

     EDRS Price MF-$0.25 HC-$1.05

     Descriptors--Elementary School Students, *Experimental Curriculum,
        *Initial Teaching Alphabet, *Longitudinal Studies, Primary Grades,
        Reading Programs, Reading Research, Reading Tests, Sex Differ-
        ences, Standardized Tests, Statistical Studies

        Five hypotheses were tested in two longitudinal studies involv-
     ing i/t/a used with primary-grade children in the Lompoc Unified
     School District of California. Parents were allowed to request
     i/t/a training, teachers were given instruction in i/t/a, and
     children received i/t/a training in first grade. Reading sections
     of the Stanford Achievement Test, Primary I, were given in both
     i/t/a and T.O. forms at the end of first grade, and T.O. forms
     were given at the ends of grades 2 and 3. Results concerning the
     five hypotheses showed (1) that i/t/a-trained children outperformed
     T.O.-trained children in grade 1, but not in grades 2 or 3; (2)
     that boys did not equal girls in achievement with i/t/a training;
     (3) that boys who were i/t/a-trained outperformed T.O.-trained
     girls in grade 1, but not in grades 2 or 3; (4) that older i/t/a-
     or T.O.-trained children outperformed younger children at grades
     1, 2, and 3; and (5) that young i/t/a-trained children outperformed
     older T.O.-trained children in grade 1, but not in grades 2 or 3.
     Tables of test results are included. (MD)

377. ED 031 388   RE 001 956
     Holden, Marjorie H.   MacGinitie, Walter H.
     Children's Conceptions of Word Boundaries as a Function of
        Different Linguistic Contexts.
     Pub Date Feb 69
     Note--12p.; Paper presented at the conference of the American
        Educational Research Association, Los Angeles, Calif.,
        February 5-8, 1969.

     EDRS Price MF-$0.25 HC-$0.70

     Descriptors--Auditory Evaluation, Beginning Reading, *Kindergarten
        Children, *Language Research, Linguistics, Reading Readiness

        An evaluation of kindergarten children's awareness of lexical
     units and of the relationship of this variable to prediction of

beginning reading is presented. Eighty-four kindergarten chil-
dren--47 boys and 37 girls--served as the subjects and were tested
individually for their ability to identify word boundaries spoken
in sentences. The study concluded that function words were more
difficult to isolate than words having more lexical meaning. The
child's sensitivity to the rhythmic aspects of an utterance may
influence the way he segments that utterance. Correlations between
the testing instruments used in this study and reading readiness
test scores were low. Additional conclusions, references, examples
of test items, and response patterns are included. (RT)

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